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ABSTRACT

This journal includes the following articles on teaching English as a second language: "Information for English Teachers"; "Approved Textbooks for the 1984-1985 School Year"; "Oral Bagrut Examinations--Revised Rating Scale" (Rafael Gefen); "Books for Grade Four" (Penny Ur); "Determining the Character of English-Teaching Policy in Israel Schools" (Rafael Gefer); five articles on the subject of heterogeneous classes and individualized learning, by Pinchas Bechler, Tsivia Ariel, Sheila Schoenberg/Ilana Kornblueth, Yehudit Ogorinsky, and Dolly Rosenberg; "The English Literature Programme and the Religious High School" (Yona Rubin); "Poetry as a Communicative Skill" (Miriam Shachak); "Written Reformulation as a Source of Input for Learners" (Andrew D. Cohen); "Secondary School English Teachers: A Statistical Survey" (Irene Afek); "Organizing an English Center" (Ruth Paz and Hanna Giv'on); "News from Instructional Television: New Series for Primary School" (Sionah Kronfeld, Dvora Ben-Meir, and Sheila Been); and "The More Things Change, the More They Stay the Same" (Rikva Kressel). Letters to the editor and Hebrew synopses of the articles are also included. (MSE)

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English Teachers' Journal (ISRAEL)

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Ministry of Education and Culture
Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

(incorporating ENGLISH TEACHING GUIDANCE)

Number 30

July 1984

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

"עלון למורים לאנגלית" מוצא לאור על-ידי הפיקוח על
הוראת האנגלית במשרד החינוך והתרבות, ירושלים 91911
לכתובת זו יש לכוון את פניות הקוראים.

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עלון למורים לאנגלית, מס' 30, תמוז תשמ"ד, יולי 1984

ENGLISH TEACHERS' JOURNAL (Israel)

Number 30, July 1984

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1. INFORMATION FOR ENGLISH TEACHERS

Listening Comprehension Course by Radio for Grades 9 and 10

During the 1984–1985 school-year a weekly radio programme will be broadcast every Thursday from 11.10–11.30 on the "Reshet Aleph" network ("Schools Broadcasts"), intended for Grades 9 and/or 10. This is a Listening Comprehension enrichment series, totally unconnected with any of the textbooks or the TV courses now available for this age-group: the contents will vary and will consist of songs ("Pedagogical Pop"), short stories and short items for Language Improvement. If this experiment succeeds, it is hoped to broaden the scope of radio broadcasts for English Language Teaching.

All of these programmes were previously broadcast by the British Broadcasting Corporation (BBC) in their ENGLISH BY RADIO series and the Ministry of Education is very grateful to the BBC for their offer of unlimited rebroadcasting.

Penny Ur, who teaches at Kibbutz Mahanayim and at Seminar Oranim and is the author of the books "TEACHING LISTENING COMPREHENSION" and "DISCUSSIONS THAT WORK" (Cambridge University Press), has written a Teacher's Handbook to accompany these broadcasts. Teachers wishing to take part in this experimental programme will receive a copy of this Handbook ; Day Schools for these teachers to familiarize them with the programme will take place during the Summer vacation.

Teachers wishing to take part in the programme should write to Raphael Gefen, Chief Inspector for English, Ministry of Education and Culture, Jerusalem 91911.

New Textbook : FOOD MATTERS (for the Domestic Science / Home Economic Trend)

This booklet, price 300 shekels at the time of going to press (teachers should check by telephone), is available from the Centre for Technical Education, Distribution Department, 52, Rehov Golomb, Holon, 58386 ; Telephone: 03–851181. Contents: Menu Planning, Shopping and Storage, The Kitchen, Service, Something About Jewish Foods, Additional Reading and Exercises, Glossary. The author, Nava Horovitz, draws teachers' attention to the deliberate ambiguity of the title. Student activities include Reading Passages, Dialogues, Written Exercises, Word Games, Charts, Oral Exercises and Listening Comprehension Exercises. The material is suitable for pupils both at the GEMER and the BAGRUT level.

Changes in the BAGRUT examination, Summer 1984

Schools have been informed of various changes in the BAGRUT examination, which take effect from the Summer 1984 date. They are as follows:

1. abolition of the Internal examination in the GEMER examination; henceforth examinees at this level are examined in the EXTERNAL examination only.
2. examinees in the THREE-POINT examination are allowed the use of a bilingual dictionary (English-Hebrew or English-Arabic) during the examination; examinees at the FOUR-POINT and the FIVE-POINT examinations will continue to be allowed the use of a monolingual English-English dictionary only. During the 1984–1985 school year, a list of approved bilingual dictionaries will be published.
3. the LISTENING COMPREHENSION test is in the form of a dialogue instead of a "lecturette" or "news broadcast"; however, tests will vary from year to year and will not necessarily be a dialogue every year.
4. an examination for EXTERNAL examinees (Question Paper 11) at the THREE-POINT level available as from Summer 1984; however, for the time being there will be no Oral test or Listening Comprehension test for External examinees (including those sitting for the External Examinations at the equivalent of the FOUR-POINT level (question-paper 81) and the FIVE-POINT level (question-paper 09)).
5. the External examination for Arab examinees at the FIVE-POINT equivalent level (question-paper 79) has been abolished; examinees at this level will sit for the same examination as others — question-paper 09.
6. some (not many) of the questions on the Reading Comprehension text (English answers) will be different in the THREE- and FOUR-POINT papers from those given in the FIVE-POINT paper.
7. henceforth, examinees whose handwriting is considered to be semi-legible only (including Hebrew or Arabic handwriting in the Second Reading Comprehension test in the THREE- and FOUR-POINT papers) may be penalized; teachers should insist on their pupils writing neatly and legibly; pupils' spelling and punctuation should be correct.

New book for teachers: TEACHING LISTENING COMPREHENSION

This new book by Penny Ur (see "Listening Comprehension for Schools" in this issue), published by Cambridge University Press, is a practical handbook for teachers to help them develop Listening Comprehension skills in the classroom. It is designed to bridge the gap between the more theoretical books on the subject in the field of Applied Linguistics and the various textbooks and Teacher's Guides of classroom activities. Part One of this book defines the characteristics of real-life

listening, analyzes the problems encountered by learners of English as a foreign language, and discusses the considerations involved in planning successful classroom listening practice. Part Two consists of suggestions for classroom activities, including Listening for Perception (word-level and sentence-level), Listening Comprehension (making no response, short responses, longer responses) and Listening as a Basis for Study and Discussion. The activities range in level from elementary to advanced with techniques appropriate for both adults and children. The exercises can be used as they stand or can serve as models for teachers to write and design their own materials. Penny Ur is also the author of DISCUSSIONS THAT WORK, which was mentioned in these colums in issue 28 of the ENGLISH TEACHERS' JOURNAL.

New publication for teachers: TEACHING ENGLISH TO LESS-ABLE LEARNERS

This publication by the English Inspectorate of the Ministry of Education and Culture is a collection of articles that have appeared in past issues of the ENGLISH TEACHERS' JOURNAL between the years 1968 and 1983, and will serve as a useful theoretical and practical guide to teachers of less-able learners, including those defined as "socially-disadvantaged" pupils. Contents: Teaching English to Less-Able Learners; A Suggestion for a Differential Syllabus for the "Least-Able" Learners; Notes Towards a Syllabus for Teaching English to Socially-Disadvantaged Pupils; Suggested Syllabus for GEMER-MASMAM Students; Teaching Slow Learners (Grade 7); Can Thinking Habits Be Improved Through The Teaching of English ?; Teaching English to Socially-Disadvantaged Pupils; Towards an English Syllabus for Socially-Disadvantaged Learners; Teaching Literature to Socially-Disadvantaged Learners; Television and Rehabilitative Teaching; Instructional Television and Disadvantaged Pupils; Teaching English to the "Disadvantaged" — What Do Teachers Think?; A Practical Application of a Theoretical Analysis: Teaching Less-Able Learners; On Teaching in Schools for Socially-Disadvantaged Pupils; Teaching the Disadvantaged Child; Testing the Knowledge of Socially-Disadvantaged Pupils in Grades 7/8, Interim Report of the Committee for C–D Pupils in Primary Schools; N.E.T.A. Programme: A Suggested Curriculum; Constructing Materials for Seventh Grade "C-Level" Classes; על ההוראה ברמה ג' בהקבצה; לדרך ההוראה בהקבצה ג'; לימוד הדיבור בקבוצות חלשות; דרכי העבודה בהוראת האנגלית בהקבצה; הוראת האנגלית ברמה ג', כיתה ח'

The book is available from "Sefer le'Oved", Rehov Ben-Avigdor 8, Tel Aviv, 67218. Please telephone (03-337792) for the current price; catalogue number 3.29.

Cassette for Listening Comprehension Bagrut Tests (1979-1983)

This cassette is available from local Pedagogic Centres and can also be bought from the National Pedagogic Centre (Mr. Ezra Mizrachi, National Pedagogic Centre, Ministry of Education, Jerusalem 91911), by means of the Post Office Bank, Account 0-10410-5, payable to "National Pedagogic Centre, Ministry of Education". Send the copy of the receipt to the above address. Don't forget to indicate which publication you are ordering and the name and address to which it is to be sent! Telephone first to check the current price of this cassette — 02-238331, 02-238334, 02-238348.

On this cassette you will find the original broadcasting tapes of the LISTENING COMPREHENSION tests (English Matriculation Examinations) from 1979 to 1983. The script of these tests and the question-paper for each will be found in the various issues of the ENGLISH TEACHERS' JOURNAL and in the book "BAGRUT EXAMINATIONS IN ENGLISH, 1979–1983", available from "Sefer le'Oved", Rehov Ben-Avigdor 8, Tel Aviv, 67218 (Tel.: 03-337792), by post or by direct sale in the shop. Jerusalem teachers can obtain the book (direct sale only)) from "Hillel" Bookshop, Rehov Hillel 4.

The order of the broadcasts is as follows:

SIDE ONE — 1983 test ("Education in China")
1982 test ("Japanese workers and Holidays")
1981 test ("The School Year in France") — last 8 words of second broadcast deleted

SIDE TWO — 1980 test ("Football")
1979 test ("The Beginning of Printing")

The 1983 test is the complete test — two broadcasts and musical interlude; the other tests contain both broadcasts (British female voice and American male voice) but without the musical interlude. Teachers should therefore stop the tape after the first broadcast and allow pupils time to read the questions and Multiple-Choice answers before playing the second broadcast of each test.

Also available at the local Pedagogic Centres and for sale from the National Pedagogic Centre (payment arrangements as above): *Cassette of Songs in English* and the accompanying *Songbook*. Telephone first to check current prices.

PRELIMINARY NOTICE: reserve this date

ETAI
English Teachers' Association of Israel

ISRATESOL
Israel Teachers of English to Speakers of Other Languages

in conjunction with

I.A.T.E.F.L.
International Association of Teachers of English as Foreign Language

TESOL
Teachers of English to Speakers of Other Languages

The British Council

Ministry of Education & Culture
State of Israel

Host Institution: Hebrew University, Jerusalem
School of Education

INTERNATIONAL SUMMER MEETING FOR TEACHERS OF ENGLISH (TEFL)
"Teaching English for Communication"
15--18 July, 1985
Jerusalem

Speakers will include:
B. Spolsky — Bar Ilan University
V. Whiteson — Bar Ilan University
A. D. Cohen — Hebrew University
R. Cooper — Hebrew University
E. Levenston — Hebrew University
E. Shohami — Tel Aviv University
E. Oishtain — Tel Aviv University
R. Gefen — Ministry of Education

Guest Speakers from the British Council and TESOL International.

Further information from:
Ephraim Weintraub,
Secretary ETAI
Hebrew University, School of Education
Jerusalem, 91905

The English Curriculum for Schools

The Curriculum (Grades 5–12) is available from "Maalot" publishers. Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should also ensure that their 'charges' have a copy. The Curriculum is an indispensable part of the programme for studies for Teacher-Training (Pre-

Service and In-Service). The address of the publishers is: Carlebach 29, Tel Aviv (Tel.: 03-284191). Individual copies of the Curriculum can be obtained from the branch of the publishers at Rehov Yavneh, 6, Tel Aviv. Schools may order copies by means of the form sent to them from the Curriculum Centre, Ministry of Education and Culture.

Newspapers in Simplified English

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC TIMES — for Grades 5, weaker 6, good Grade 4.
JUST FOR YOU — for Grades 6 and weaker 7.
GOOD TIMES — for Grades 7, 8, 9.
SUNSHINE — for Grade 4; newspaper, fun sheet, pictures, puzzles, songs; vocabulary, alphabet, simple structures.

The address of the publishers is: GOOD TIMES, POB 3576, Jerusalem, 91035. Tel.: 02-525353.

THE JERUSALEM POST publishes the following monthly newspapers:
HEY, THERE! — for Grades 7–9 and less advanced older students.
STUDENT POST — for Grades 10–12.

The address of the publishers is: THE JERUSALEM POST, POB 81, Jerusalem 91000. Tel.: 02-528181, ext. 218.

ENGLISH TEACHERS' JOURNAL — next issue

A special feature of the next issue will be LISTENING COMPREHENSION. Readers are invited to send articles and letters on the subject to: Editorial Board, ENGLISH TEACHERS' JOURNAL, Ministry of Education and Culture, Jerusalem 91911. The Annual Conference of E.T.A.I. (English Teachers' Association of Israel), to take place during Hanukka (December 1984) will also have LISTENING COMPREHENSION as its theme: for further particulars of the Conference and of membership in the Association, please apply to Ephraim Weintraub, Secretary ETAI, School of Education, Hebrew University, Jerusalem 91905.

2. APPROVED TEXTBOOKS FOR THE 1984-1985 SCHOOL YEAR

Teachers are reminded that they may select only books from the following list, as published in the Special Circular of the Director-General of the Ministry of Education and Culture and sent to every school. If teachers for some special reason (remedial, authorized experiment etc.) wish to use a book not on this list, they must first obtain the approval of the English Inspector of the school.

A number of textbooks have been approved by the Department for the Approval of Textbooks but at the time of going to press had not been published; the Ministry list contains only books that have actually appeared in the bookshops.

GRADES 4–6

Do and Say	I. D. Bamberger, R. M. Morahg
Living English I, Parts 1 and 2	I. D. Bamberger, R. M. Morahg
Living English II, Parts 1 and 2	I. D. Bamberger, R. M. Morahg
I Like English	Z. Tatcher
We Live on Telem Street	S. H. Postol
My First Book	L. Marnin, A. Sotto
At Work and Play	L. Marnin, A. Sotto
Living English I–II, Parts 1 and 2 for Religious Schools)	I. D. Bamberger, R. M. Morahg
English Pages	N. Almagor
I Can Read English	A. Fuchs
My English Book	A. Fuchs

English for Speakers of Hebrew series: English Department, Tel Aviv University

ESH 1 (Audio-Visual) and Teacher's Handbook
ESH 2 Pre-Reader and Workbook, Teacher's Handbook and Flash Cards
ESH 3 (Audio-Visual) and Teacher's Tandbook
ESH 4 — Reader (for Religious schools)
ESH 4/5 — Language
ESH 4/5 — Reader

GRADES 7–9

The New Living English, III — R. M. Morahg, I. D. Bamberger (Grade 7)
Part One

English for Speakers of Hebrew series: English Department, Tel Aviv University

ESH 6 — Language	(Grade 7)
ESH 6 — Reader	(Grade 7)
ESH 7 — Step by Step (for weaker learners)	(Grade 7)
ESH 8 — Step by Step (for weaker learners)	(Grade 8)
ESH 9 — Language	(Grade 8)
ESH 10 — Reader	(Grade 8)
ESH 11 — Language	(Grade 9)
ESH 12 — Language	(Grade 9)
English Here and Now (for weaker learners)	(Grade 9)

English is Fun: NETA Programme, School of Education, Tel Aviv University

Unit A — What's This? Guess!
Unit B — A Monkey with an Umbrella

Unit C — What Time Is It?
Unit D — Tuesday or Thursday
Unit E — Find the Treasure
(for C Stream pupils, Grade 7)
Good Neighbours (C Stream, Grade 8)

Izzy Smart: NETA Programme, School of Education, Tel Aviv University (C Stream, Grade 8)

Unit 1 — Where Is That Waiter?
Unit 2 — Where Is Our Guide?
Unit 3 — Where Are My Bags?
Unit 4 — Where Can I Work?
Unit 5 — Reading for Information

Once There Was ..... H. Levenston (supplementary)

GRADES 10–12

English in Context ..... V. Whiteson
Secondary English (Grades 11–12; for remedial lessons, including telecasts) Everyman's University
Communicating in English, I (Grade 10) ..... J. Lison
Communicating in English, II (Grade 11) ..... S. Kernerman
Communicating in English, III (Grade 12) ..... S. Kernerman
English for Speakers of Hebrew: English Department, Tel Aviv University
Intermediate Level ESH, Stage I, 1–2, Reader
... Stage II, 1–2, Reader
ESH 13 (Grade 10), booklets A–V
ESH Reader III
ESH Some Stories and Poems
Advanced Level Language I (Grade 11)
Advanced Level Language II (Grade 12)
ESH and Instructional Television Centre: Here, There and Everywhere
On The Move
Out On Your Own
Different Viewpoints

Reading Texts

ESH Volume I: Essays and Poems ..... Tel Aviv University
ESH Volume II: Stories and Plays ..... Tel Aviv University
The Glass Menagerie..... (ed.) A. Shalvi

Poems ..... (ed.) A. Shalvi
Four American Poems ..... Everyman's University
Four British Poems ..... Everyman's University
Eveline ..... Everyman's University
The Standard of Living ..... Everyman's University
Everything That Rises ..... Everyman's University
The Blind Man ..... Everyman's University
My Dungeon Shook ..... Everyman's University
One Vote for the Age of Anxiety ..... Everyman's University
My Secret World of Idiom ; Courtship ..... Everyman's University
All My Sons ..... Everyman's University
All My Sons ..... Kernerman Publishing
All My Sons ..... English Matriculation Texts (ed. A. Shalvi)
English Matriculation Texts (EMT) ..... (ed. A. Shalvi)

Volume 1 — Full Program (5 Points)
Volume 2 — Shorter Program (3–4 Points)

My Dungeon Shook ..... Kernerman Publishing
Mr. Know-All ..... Kernerman Publishing
Eveline ..... Kernerman Publishing
My Secret World of Idiom ..... Kernerman Publishing
A Summer's Reading ..... Kernerman Publishing
Courtship Through the Ages ..... Kernerman Publishing
The Standard of Living ..... Kernerman Publishing
One Vote for the Age of Anxiety ..... Kernerman Publishing
The Jet Age Malady ..... Kernerman Publishing
Eli the Fanatic ..... Kernerman Publishing
Trifles ..... Kernerman Publishing
The Enemy ..... Kernerman Publishing
The Leader of the People ..... Kernerman Publishing
The Blind Man ..... Kernerman Publishing
Pygmalion ..... Kernerman Publishing
Everything That Rises Must Converge ..... Kernerman Publishing
The Split Cherry Tree ..... Kernerman Publishing
Relevant Issues in Contemporary Humanism (R.I.C.H.) ... School of Education, Hebrew University

Unit 1 — The Value of Life
Unit 2 — The Family
Unit 3 — Decision Making
Unit 4 — Old Age
Unit P — (Purim) Humor

TEXTBOOKS FOR TECHNICAL SCHOOLS

English for Technical Schools series:

Reader 1: General Technology ..... ed. A. Marbé
Reader 2a: Electronics and Electricity ..... ed. A. Marbé
Reader 2b: Tools and Machinery ..... ed. A. Marbé
Engines and Transport ..... ed. A. Marbé
Agriculture ..... ed. A. Marbé

Office Situations: ..... N. Horovitz, T. Glass
In the Office
The Receptionist
Directions
Letter Writing
Handling Mail
Filing
Shops and Fashions ..... S. Schoenberg
Describing an Outfit ..... S. Schoenberg
Food Matters ..... N. Horovitz

TEXTBOOKS ACCOMPANYING THE TELECASTS OF THE INSTRUCTIONAL TELEVISION CENTRE

Grade 5: Picture Book; Neighbours; "Sing a Song" Summer Fun Book; Cassette

Grade 6: Here We Are; Here We Are, Exercise Book, Parts 1, 2; Here We Are, Shortened Programmed Worksheets, Parts 1, 2, 3; "Here We Are" Summer Fun Book; Cassettes

Grade 7: Gabby and Debby; Gabby and Debby Alternative Edition; Debby in Hospital; Debby in Hospital — Alternative Edition; Debby in Hospital — Alternative Reader; Cassettes

Grade 8: The Adventures of Scooterman; The Adventures of Scooterman — Alternative Edition;
Crime and the Law; Crime and the Law — Alternative Edition;
The Amazing World of Dr. Halfbaked; The Amazing World of Dr. Halfbaked — Alternative Edition;
English! English! English!; English! English! English! — Alternative Edition

Grade 9: English by Television, Stage Five, Revised Edition; English by Television, Stage Five — Alternative Edition

Grade 10: On the Move; Out on Your Own; Different Viewpoints; Mission Possible

Audio-Cassettes of Literary Texts:
1. The Standard of Living; Eveline
2. Everything That Rises Must Converge
3. The Blind Man
5. The Blind Man (contd.); Poetry
5. My Dungeon Shook; One Vote for This Age of Anxiety

NEW APPROVED TEXTBOOKS IN THE PRESS (MAY 1984) BUT NOT YET PUBLISHED

New Contexts for English ..... V. Whiteson (Grade 12)
Destination English ..... R. Baratz (Grade 9)
English Here and Now, Book II ..... ESH (Grade 10)
English Grammar Workbook ..... M. Tobin (Grades 10–12)
Practice in Accurate Communication in English (P.A.C.E.) ... R. Bar-Hama, A. Gozali, M. Westheimer (grammar workbook for Grades 10–12)
Now Let's Write ..... Nili Almagor (Grades 6–8; supplementary)
Modern Office Guidance ..... Naava Horowitz and Tali Glass
R.I.C.H. Programme (book containing all Units)

3. ORAL BAGRUT EXAMINATIONS — REVISED RATING SCALE

by *Raphael Gefen*

Further to the suggestions made in issue 29 of the ENGLISH TEACHERS' JOURNAL ("Reliability in the Oral Bagrut Test"), a revised Scale was sent to oral examiners for the 1984 Examinations. This revised Scale incorporates many of the suggestions made by examiners and teachers in the course of a number of meetings of examiners that were held in the various centres and in the form of letters from readers. The following table is the revised Scale and Notes/Procedures, together with the grid that was sent to examiners.

RATING SCALE FOR THE ORAL ENGLISH BAGRUT TEST

Factor	*Mark*
Fluency (3 points)	0 = less than single sentences; fragmentary speech; silence and gaps. 1 = single sentence utterances, hesitant (clearly mentally translating) 2 = discourse unit of more than one sentence but still "responding" rather than interacting in a dialogue. 3 = active dialogue interaction, no hesitations, use of conversation-markers (e.g. question-tags)
Vocabulary (3 points)	0 = failure to produce and/or serious errors. 1 = lexical poverty (very simplified vocabulary); searching for words; correct but impoverished. 2 = correct but not idiomatic; stylistic infelicities. 3 = rich and idiomatic vocabulary, including stylistic variation where necessary.
Grammar (2 points)	0 = elementary errors, showing failure in Primary School Syllabus. 1 = correct use of Primary School patterns only, non-use or failure in "higher" patterns. 2 = correct use of Primary and Secondary School patterns.
Pronunciation (2 points)	0 = phonetic errors, both segmental (vowels and consonants) and suprasegmental (stress, intonation). 1 = intelligible pronunciation; marked mother-tongue accent, including vowels and intonation. 2 = clear and aesthetic pronunciation; "neutral" foreign accent or only a slight mother-tongue accent.

TOTAL — 10 points; no half points.

THREE-POINT BAGRUT EXAMINEES RECEIVE A TWO POINT "BONUS".

FOUR-POINT BAGRUT EXAMINEES RECEIVE A ONE POINT "BONUS".

Notes:

a) Examinees at the THREE POINT BAGRUT level receive a bonus of two points, in addition to the score on the test itself. Examinees at the FOUR POINT BAGRUT level receive a bonus of one point, in addition to the score on the test itself. There is no difference in the actual test between examinees at the THREE, FOUR and FIVE POINT levels.

b) Inability to participate from a "Content" point of view will be reflected in the marks for "Fluency", "Vocabulary" and "Grammar". There is no special mark for "Content".

c) Examiners must ascertain beforehand whether examinees have special problems which might affect their performance (stammering, family or personal problems, etc.).

d) No points are allocated for "Listening Comprehension", of which there is a separate test; inadequate Listening Comprehension in the Oral Test will likewise be reflected in the marks for "Vocabulary", "Fluency" and "Grammar".

Procedure :

(i) the length of each test (interview-type) is 10 minutes; only one examinee will be tested at a time, unless the GROUP-ORAL TEST has been authorized for the school;

(ii) the school must not inform the examinee of his/her mark until the test for the whole school (not just the class being examined on a given day) has been completed; please inform teachers of this new procedure;

(iii) examiners should take into account only SYSTEMATIC ERRORS made by examinees and not RANDOM MISTAKES (SLIPS); the examiner's approach should be POSITIVE (appreciating examinees' efforts) rather than NEGATIVE (counting errors); examinees should be provided with informal opportunities for self-correction; the frequency of the errors should be taken into account;

(iv) examiners should be equipped with PICTURE-CUE CARDS, diagrams, newspaper advertisements, cartoons, cuttings etc. etc. to act as stimuli for conversation; examinees should be given a choice of subjects (up to three);

(v) questions should be "graded" — from direct reference questions ("Describe the picture" or "Tell me about yourself") to discussion questions;

(vi) questions should be repeated in different words if not grasped initially, but the examiner should try to elicit grammar, vocabulary and fluency criteria (above) to enable him/her to evaluate the examinee fully;

(vii) questions should be such that the examinee would be able to answer the question or discuss the issue in his/her mother-tongue;

(viii) examiners should allow the class English teacher to study this Rating Scale and the above Notes and Procedures.

GRID FOR MARKING

שם בית הספר

מס' תלמיד	יי"ל ? 3 נקודות 2	יי"ל ? 4 נקודה 1	שטף דיבור 0—1—2—3	אוצר מילים 0—1—2—3	דקדוק 0—1—2	הגיה 0—1—2	סה"כ 0—10
.1	—	—	—	—	—	—	—
.2	—	—	—	—	—	—	—
.3	—	—	—	—	—	—	—
.4	—	—	—	—	—	—	—
.5	—	—	—	—	—	—	—
.6	—	—	—	—	—	—	—
.7	—	—	—	—	—	—	—
.8	—	—	—	—	—	—	—
.9	—	—	—	—	—	—	—
.10	—	—	—	—	—	—	—
.11	—	—	—	—	—	—	—
.12	—	—	—	—	—	—	—
.13	—	—	—	—	—	—	—
.14	—	—	—	—	—	—	—
.15	—	—	—	—	—	—	—
.16	—	—	—	—	—	—	—
.17	—	—	—	—	—	—	—
.18	—	—	—	—	—	—	—
.19	—	—	—	—	—	—	—
.20	—	—	—	—	—	—	—

4. BOOKS FOR GRADE FOUR

by *Penny Ur*, Oranim Teachers' College

Lillian B. Englander, **Let's Read and Write: An ABC Workbook,** University Publishing Projects, 1980; **Look at us,** 1981; **Meet my Family,** 1981.

Gina Aviram, Nitza Mandel, Nava Tiomkin, Bela Weigh, Tchea Zorea, **I Enjoy my English,** 1982.

Shoshana Postol, **We Live on Telem Street** (Part I), University Publishing Projects, 1980.

Ada Fuchs, **I Can Read English,** 1978.

• The list comprises, I believe, the main publications available locally. Some of them have sequels suitable for Grade Five: I have mentioned these in passing. Many teachers are also using the *ESH Pre-Reader* in Grade Four; I have not reviewed this here, as it was designed for Grade Five and is fairly well-known.

Zafra Tatcher, **I Like English**, Yuval Publishers, 1980.
Nili Almagor, **English Pages**, Achiever, 1979.
Lucy Marnin and Anna Sotto, **My First Book**, Karni, 1980.

A large number of books for the Fourth Grade have been published over the last few years, and many teachers (including myself) have been finding it difficult to decide which to select for our classes. In this article I hope to provide some kind of comparative review of the books listed above * which may help us all to evaluate them. I would not presume to lay down that one book is generally "good" or that another is "bad"; but I hope I may clarify their relative merits with regard to specific objectives, and thus help teachers assess their suitability for particular classes.

In preparing this review I should, ideally, have tried out all the books in my own Fourth Grades — but this would have taken too long. So I have actually used only one or two of them in class, and asked my pupils to try out the rest on an individual basis, giving me their reactions and criticisms; I have also consulted other teachers. But my remarks will be based mainly on my own study and analysis of the books as they stand, coloured, inevitably, by my prejudices, experience and teaching style.

I shall discuss each book briefly, in random order, and then try to draw some general conclusions as to considerations which might guide us in choosing one or another.

Lillian Englander's **Let's Read and Write: An ABC Workbook** is precisely what the subtitle says it is: a workbook to give students practice in the use of the sounds, shapes and names of the letters, which are presented in alphabetical order. It is fairly large in format, rather expensive, and not re-usable. Students are given clear guidance how to write the letters, and plenty of practice in doing so: exercises include copying, matching (capital-small, letter-picture), identifying and drawing words, "straight" reading aloud. The reading is based mainly on single letters or nonsense-syllables; but a few simple and easily-depicted lexical items are given with each newly-presented letter, so that the student gradually builds up a vocabulary which is then used for picture-based reading exercises.

The objectives of this book are limited: it does not teach the language in general, other than a few isolated words: there are few full sentences, no use of the language to *say things* (but see comments on the sequels below). The *Teacher's Guide* I found disappointing: ideas for lessons are not very interesting, and the guidance on subjects like "group work" or "visual aids" too full of generalizations to be of much practical use. However, the book itself scores full marks on general clarity and attractiveness of layout. The instructions are clear (in English and Hebrew), and even slow learners can easily understand what they have to do and progress individually. Better students may find the tasks lacking

in challenge, but a student who works through them systematically should achieve a thorough knowledge of the letters.

The meaningful sentence-reading which I find lacking in the **ABC Workbook** is supplied in its sequels, the smaller-format readers **Look at US** and **Meet my Family**, again attractively presented books which are meant to be used in the latter part of the Fourth Grade year. Both readers are based round themes indicated in their titles: **Look at Us** is about children, their bodies and activities; **Meet my Family** about the family, its possessions and occupations. They are rather sexist in their stereotyping of the males and females, so teachers who, like me, are sensitive in this may find parts of them uncongenial.

There are a few exercises of non-meaningful word- or sound-identification, but most of the material is presented in the form of coherent illustrated texts, which are composed on the whole of sensible, carefully-guided utterances (with one or two exceptions: it seems a little early to introduce words like "sew", and who would say "With what is Baby playing?"?). The content is a bit conventional — I long for occasional surprise, humour, drama; and I would have liked some more ideas for the students to *do* something with the texts other than just read them (to illustrate them, for example, or correct, rearrange or match them) — perhaps in future editions? But these books remain, on the whole, good, solid readers, I would say, for children who have mastered the basic letter-sound correspondences. Two further similar readers **Come to My House** and **This is My School** may be used in the Fifth Grade.

I Enjoy my English by Nava Tiomkin et al., another rather representative book, is completely different. Learning to read and write occupies only a small part of the book (occasional sets of yellow pages); most of it is taken up with activities designed to teach spoken English. Again, the clue is in the title: the authors have made a real effort to produce material that will interest the students. This is a *learner-centred* book, far more so than any of the others.

The white pages (most of the book) show large clear drawings of the vocabulary to be learnt and suggest activities to practise it, such as drawing, cutting out and pasting, colouring, matching. This is primarily a classroom book: although there are clear instructions both in Hebrew and in English, the teacher has a role to play in most of the exercises, such as explaining lexis or calling out words to be identified. However, many of the writing activities are suitable for homework.

The book is marred somewhat by less-than-careful selection and grading of material. It is heavily weighted in favour of isolated lexical items which are rarely inserted into any kind of meaningful written context. The items are grouped rather rigidly round topics, so that for example we are given 24 (!) parts of the body (including *cheek, tongue, waist*); while other common words such as *boy, girl, house, tree,* do not seem to be taught in their written form at all. There is,

too, almost no provision for systematic review. Finally, some of the activities are a little carelessly planned: I counted at least three that could be done with no knowledge of English.

But the general impression of the book is lively and attractive. I like the alternation of oral and written activities (so did my pupils); there are some excellent, original and effective ideas; and the authors are to be congratulated on striking out in what I feel to be the right direction in textbook writing for younger classes. A book, perhaps, to be in the possession of the teacher and dipped into for ideas even if she is working with one of the others.

The *Teacher's Guide*, which has not yet been published, but whose typescript I have seen, should be very good. It reflects the generally learner-centred approach of the main book, but to some extent redresses the imbalance in favour of isolated lexical items by suggesting plenty of communicative sentence-based oral practice. It also adds ideas for songs, poems and games. One feature I particularly like is the list of Hebrew-English cognates at the beginning of the book — very useful, as all teachers of beginners will know. Perhaps the authors might re-edit this list to make it usable also by teachers of Arabic-speaking students?

We Live on Telem Street (Part I) by Shoshana Postol is another large and relatively expensive book, again not re-usable. The emphasis is on learning to read and write meaningfully from the beginning: the most frequent letters are taught first, and some essential function words are introduced globally early on (e.g. *this, is*) so that full sentences can be used as soon as possible. The grading of structures and the selection of vocabulary follow the first year television materials fairly closely. It is assumed that the teaching of reading and writing begins fairly early on, in about the third lesson, so that the material the students are asked to read and write is roughly the same as that which they are currently learning through oral activities.

As in most of these books, there is little attempt to use the pupil's book for any oral work other than reading aloud. The *Teacher's Guide* does suggest some oral learning of grammar and vocabulary — but even here the emphasis is on the written skills, and rather too much importance, I think, is attached to getting learners to produce correct sentences rather than use them to *mean* something.

The texts are sensible and interesting, based consistently on the "Telem Street" situation and people; the characters are not stereotyped (though I should have liked some non-Jewish ones), and there is some humour. But the main "plus" of the book for the teachers is its reliability and careful planning: the author has thought out carefully how and when to introduce each letter, word and structure, and given plenty of opportunity for later review. There is, perhaps, rather too much to do for some classes, and I find the amount of writing demanded excessive in proportion to the reading; but it is, after all, up to the teacher to

be selective. Other published materials available to go with **Telem Street** include posters, flashcards and ABC charts.

We Live on Telem Street (Part II) is the sequel to Part I, based on the same situation and suitable for a Grade Five.

Ada Fuchs' **I Can Read English** was the first of this set of books to be published, paving the way for the others. It is small in size and relatively inexpensive, and, unlike the others, can be easily used without being written in, so that the same copy can be re-used. This, to me, is a big advantage, and I must digress a moment to stress the point. It is true that children prefer writing in workbooks to doing exercises in their notebooks, and that disposable worksheets make far more money for their authors and publishers, since new sets have to be bought for each class; but this constant re-buying is an extravagance which parents and schools can ill afford, especially in the present economic climate: and writing into workbooks rather than notebooks does not seem to me to contribute anything to students' learning habits. If it is a question of motivation, surely most of us can devise less expensive ways of making writing interesting?

I Can Read is basically a reading and writing book rather than a general first-year English coursebook, though its texts do reflect the sequence of vocabulary and structures recommended by the author in her *Teacher's Guide*. Reading is taught analytically, from the sentence via the word to the letter; the author stresses the importance of students' understanding everything they read, and of putting words into the context of sentences. These principles are, on the whole, maintained, though lists of phonetic nonsense-words are occasionally offered for reading practice.

My pupils liked the book less than some of the others: they claimed it was less interesting, and harder. This is partly because of the red-and-blue colours of the texts, graphics and shaded strips which make the pages a little dingy. My pupils prefer plain black-and-white, and said they would rather have "proper" print than handwriting, however neat. The drawings, too,, are a little sketchy compared to the careful graphics of, for example, the **ABC Workbook**; and the texts are occasionally rather artificial ("The fox is near me. What will be?" "Drink, Babs, drink. The milk is fresh and sweet.").

The *Teacher's Guide* is excellent. full of sensible, down-to-earth advice on presenting and practising English in the Fourth Grade in general. It supplies a systematically worked-out syllabus, based on that of the Ministry of Education (only partially reflected in the Pupil's Book), and carefully-planned lesson notes for teaching it — though the emphasis is again noticeably on teaching for accuracy rather than communicative fluency.

The large-format but still inexpensive sequel **My English Book** is to be used as soon as the students have mastered reading and writing, probably in the Fifth

Grade. In contrast to **I Can Read,** it is a general language textbook, giving exercises in vocabulary, structures and dialogue as well as in reading and writing.

I Like English by Zafra Tatcher is another smallish book, inexpensive, and, again, a disposable workbook. The author feels that all words read should be meaningful right from the beginning; and she teaches word recognition and spelling by grouping words into "families" containing similar letters or letter-combinations that make the same sound. These two principles are maintained throughout the book, but at the same time words and structures are introduced gradually, in a well-thought-out sequence that allows teacher and students to express a wide range of propositions as soon as possible. The new lexical items are introduced as soon as possible. The new lexical items are introduced in topic-centred groups and immediately sorted into their "families". Again, the syllabus is based on that of the Ministry of Education, and fits in with the television materials.

Note that the book makes little provision for teaching the alphabet, which is left to the teacher to do in class during (or before) the first few units. It is assumed that the teacher will start reading and writing within the first week or two of lessons.

I Like English is intended to cover all the Fourth Grade and the first term or so of the Fifth. The number of words and structures to be learnt is appropriate, but there is not enough reading-practice material for most classes. Also, rather too much time and space is allotted to practising the word "families" at the expense of reading meaningful bits of discourse: this, perhaps, is where the teacher needs to supplement.

There are one or two mistakes (such as the inclusion of *food* in the *foot, good* "family") but I am assured that these will be corrected in the next edition. On the whole, the author has succeeded in the very difficult task of coordinating progress in reading with progress in the general knowledge of the language. Instructions are clearly given in Hebrew and both teacher and student will find the book easy to use. The *Teacher's Book* is concise and very helpful, if you can find it (I had some difficulty doing so!).

The sequel **I Like Reading English** provides a sequence of reading passages with interesting comprehension tasks. It is designed to be used in the Fifth Grade, together with the second half of **I Like English.**

English Pages by Nili Almagor has a set of pictures at the beginning of the book to help the teacher to introduce lexis orally either before or during the teaching of reading and writing: basically, these include the topics of the family and classroom, adjectives, simple actions. An imaginative teacher can use them to teach grammatical patterns and dialogues as well as extra lexis, such as colours, numbers, parts of the body. The reading (and writing) is taught phonically, letter

by letter, these being presented in order of frequency. The pace is much slower than that of **I Like English**: students are carefully taught how to form each letter, and asked to copy rows of them; there is plenty of reading practice, mostly, particularly in the earlier stages, based on lists of nonsense-syllables (nonsense, that is, so far as the students are concerned). But it is quite clear about what is only meant to be read for pronunciation, and what is meant to be read-and-understood; and with the latter, there is a systematic progression from simple words and sentences to more advanced ones, with constant reviewing en route.

Some of the grading of lexis and structures I found a little erratic: numbers, for example, are introduced very late, animals and foods not at all, and both the Present Simple and the Present Progressive are taught rather sketchily at the end of the book. There are rather a large number of mechanical reading exercises and not much writing at all beyond the letter-copying; and even the meaningful texts are rather boring ("Ben: I am a boy and a pupil. Ella: I am a girl and a pupil"), with little attempt at individual characterization or humour. There are no instructions whatsoever within the books, so that students are dependent on the teacher's explanations.

Again I had trouble getting hold of the *Teacher's Guide*; but finally succeeded. The *Guide* gives a detailed description of lessons to accompany the entire Pupil's Book — very helpful, particularly to inexperienced teachers. The lessons are carefully worked out to balance written and oral skills, and there is plenty of contextualized communication-based oral practice ... though the giving of homework is left to the teacher.

English Pages gives a lot of reading material, so the teacher will have to be selective; and she will need to use her initiative (helped by ideas from the Teacher's Guide) to inject interest. But the book does comprise most of the essential material for a Fourth Grade, presented on the whole thoroughly and in easy stages

The sequel **Now Let's Write,** to be introduced at the end of the Fourth or at the beginning of the Fifth Grade, concentrates, as its title suggests, on the writing skills: letter-formation (print and joined-up script), spelling, sentence-formation. It is not a general coursebook.

Finally we come to **My First Book** by Lucy Marnin and Anna Sotto, another large-format but relatively inexpensive workbook. The emphasis here is on reading for meaning, aided by copious illustration. "Only when the pupil is familiar with the item or phrase," says the Teacher's Handbook, "should the teacher introduce writing." In contrast to most of the other books described here, in which reading and writing are seen as valuable objectives in themselves, here they are treated as secondary skills, whose function is mainly to reinforce the learning of English as an overall means of communication — an approach which I like. This means

that most of the classroom work is taken up with oral practice, as described in the *Teacher's Handbook* (yet another hard-to-get!).

Letters are introduced, in frequency-order, as parts of words already learnt orally, so that at first words of which the students only know one or two letters are recognized globally with the aid of pictures. Gradually more and more letters are introduced, but the general method consistently aims for global recognition. Writing exercises are mostly based on copying or slot-filling, a little lacking in variation and originality.

As to selection and grading of material — here the book is idiosyncratic. It introduces an enormous number of "depictable" nouns and adjectives: at least half of the reading-and-copying is based on adjective-noun combinations like "a red jar" or "a dirty barn", many of which include relatively infrequent lexis. Essential function-words (such as *the, this, you, are*), most of the numbers and colours, imperatives and prepositions are left until very late (apart from odd appearances of some of them in the incidental "bits" of text for global reading which occur at intervals throughout the book). This is because the authors wish to preserve the systematic sequence of learning of the phonic patterns, and therefore limit themselves for most of the book to words that are pronounced according to the rules of orthography they have introduced. But of course many, if not most, of the commonest English words do not conform -- hence their late appearance. It is certainly not intended that such items should not be taught at all until they can be read: the *Teacher's Handbook* presents a very clearly defined and well-balanced syllabus to be taught thoroughly through carefully-described oral activities. In short, it should be made clear that **My First Book** is not a course-book: it is there to help the students learn to read and write through selected easily readable material, while they are simultaneously learning the language in general through oral work. The onus is therefore on the teacher to provide most of the learning activities in class (as it should be!). Towards the end of the book the two strands come together, and the reading texts begin to represent natural speech and to be usable for general language-learning work. This model is continued in **At Work and Play,** which is composed of illustrated reading passages and simple exercises, and can be used as a coursebook for Grade Five.

Conclusions

My own ideas on how a Fourth Grade is to be taught have no doubt come through: but what is important in choosing a book for a class is not my ideas but yours, the teacher's. It is no good taking a book which accords with someone else's approach — you need one which fits in with yours. I cannot, therefore, as I said at the beginning of this article, tell you which is the "best" book; but I can, perhaps, make a few comments in summary which will help you to choose the best *for you.*

All the books do teach reading and writing, but there are big differences between their approaches and texts. Not all of them, for example, give guidance in basic letter formation: only the **ABC Workbook** and **English Pages** give examples of letters to copy with arrows to show the direction in which lines are to be drawn; **I Enjoy My English** and **Telem Street** ask learners to copy individual letters, but it is up to the teacher to see they do so correctly; and the others launch the students straight into full words. Then there is the question of reading method: if you prefer to teach globally (from word or sentence to letter), then you will like **My First Book, I Like English** or **I Can Read English**; if you are happier starting with letters and building up words and sentences from them, then I would recommend **I Enjoy My English** or the **ABC Workbook**; while **Telem Street** and **English Pages** combine the two approaches. (Note that the **ABC Workbook** never progresses beyond teaching the sound-symbol correspondence of the individual letters, so you cannot use it to practise reading for comprehension to any extent; you will need the supplementary **Look at Us and Meet my Family.**) **I Like English** does not provide for any systematic teaching of the letters within the book itself: this is left to the teacher to do, with or without the help of the *Teacher's Guide*. In general, I find, this book is particularly suitable for teachers who like to use a lot of their own reading and writing materials, but who need a book to supply a general framework.

If you want a book that will function as a basis for teaching a syllabus as well as reading and writing, then I would recommend **Telem Street, I Like English** or **English Pages.** Of these, **I Like English** and **Telem Street** are perhaps the more reliable and well-thought-out, the former, being, I feel, more suitable for average-and-above classes, the latter for average-and-below. Once the students have learnt the letters, **Look at Us** and **Meet my Family** also provide a fairly systematic presentation of structures and lexis. If, however, you prefer to rely on your own teaching for getting through the language material orally, and need a book chiefly to supply the reading and writing practice, then you may like **My First Book** or the **ABC Workbook,** the latter being good for slower classes since it gives plenty of straightforward and thorough practice in both reading and writing at the letter-recognition level. For those of you who do prefer to teach most of the material orally, I recommend particularly the *Teacher's Handbook* to **My First Book** and the *Teacher's Guides* to **I Can Read English** and **I Enjoy My English** (forthcoming) for suggestions how to do so — as well as the Ministry's **A Book of Suggestions for Teachers in Grade Four. I Enjoy my English** (the pupil's book) gives some good exercises in both reading-and-writing and language use, but its selection and grading of language material are a little erratic: to be used with caution.

The books vary greatly in their clarity of instructions to the students. Full marks to the **ABC Workbook** for giving these in Arabic as well as in Hebrew

and English ; I hope some of the others will follow suit in future editions (as Zafra Tatcher's second book already has). **English Pages** gives no instructions at all in the Pupil's Book ; **Look at Us** and **Meet my Family** only in English ; and the others all give them clearly in Hebrew, sometimes in English as well.

The clearer the instructions and the slower the pace, the easier it is to use the book for individual work, allowing each student to progress at his or her own pace. A book's adaptability for individual work, in class or at home, is a major consideration for teachers with very large or heterogeneous classes. The **ABC Workbook** scores very high on this (with the limitations mentioned above), as does **My First Book. Telem Street** is also good, while **I Like English** and **I Can Read English** progress rather faster and need more support from the teacher (this is not to say that many of their exercises cannot be done by learners on their own). **I Enjoy My English** has quite a number of exercises designed to be done by the student independently, and these are usually very interesting and enjoyable to do (though you have to check, sometimes, how much actual learning-value they have).

Books like **Telem Street, My First Book,** the **ABC Workbook** and **English Pages** include an enormous amount of actual text and/or writing tasks. The teacher needs to know how to be selective ; but if you have large classes and not much time, it is easier to omit than to supplement — so that in such cases these books might be appropriate. If, however, you prefer to use the book as a basis, or "springboard", and add your own supplementary material, then you will like more condensed books like **I Like English, I Can Read English** and **I Enjoy My English.**

To sum up: all the books are usable, and all are stamped with the unmistakeable hallmark of having been written by people with years of successful teaching experience behind them. Each can help the teacher in the various ways I have indicated: some do certain things better than others. But when all is said and done, whether your students learn well or not in the Fourth Grade depends not on which book you choose, but on how you use it — and even more, on what you do when *not* using it.

5. DETERMINING THE CHARACTER OF ENGLISH-TEACHING POLICY IN ISRAEL SCHOOLS

by *Raphael Gefen*, Ministry of Education and Culture

A Foreign Language Teaching syllabus has been defined (Widdowson and Brumfit "The Second Language Classroom in the 1980's") variously as "a planned route to an objective", as "a device for helping learners to arrive at their objective in the most economical way" and as "a rational contrivance which is necessary because natural learning is inefficient or impracticable"; the initial decision must therefore be to define the "objective" — the aim of language teaching. This decision must refer to Lambert's original dichotomy, based on Canadian experience and practice: should the goal be INTEGRATIVE (language teaching to be part of cultural integration, assimilation or merely empathy) or INSTRUMENTAL (the foreign language as a practical skill, learnt for vocational and communicative purposes, without any of the "enculturation" involved in the "integrative" goal)? As in all aspects of education, this dichotomy cannot be an either-or approach: an integrative approach should involve a high level of language proficiency, although British and American attempts at teaching foreign languages for purposes of cultural enrichment and empathy are not marked by much communicative skill; and an instrumental approach cannot ignore the cultural-literary heritage of the foreign language, since a language is part of a culture and cannot be totally dissociated from it. In other words, this INTEGRATIVE-INSTRUMENTAL division is a cline, and any given educational system has to decide where to put the emphasis rather than which approach to exclude entirely.

The former syllabus for secondary school English Language Teaching in Israel (drawn up in the 1950's) was totally INTEGRATIVE in aim, presumably as an unwitting carry-over from the British Mandate and/or as a reflection of the philosophy underlying the European study of the classical tongues; thus, the English Syllabus for Israel secondary schools stated that the aim of English studies was to provide pupils with enough of the language in order to enable them to understand and appreciate the culture and the literature of the English-speaking peoples. As a result, the main burden of studies was a historical survey of English and American literature, including a Shakespeare play and sonnets, Lord Chesterfield's Letters to his Son, Macauley and other highlights of Victorian prose (are they studied in British or American secondary schools?) and a good deal of poetry from the seventeenth century up to and beyond the Romantic poets; some well-known twentieth-century short stories were also included. In the course of the years that followed, some options were allowed (a G. B. Shaw play, etc.), but the

focus was always on the literary-cultural background rather than on language proficiency. Inevitably, language study "proper" concentrated on a "grammar" (likewise a reflection of the European tradition in studying classical languages), which reflected the old-fashioned "Traditional" grammar of British schools portraying English as a kind of corrupt dialect of Latin.

Even today, with a syllabus that commits English studies to a clear and unequivocal INSTRUMENTAL approach based on communicative competence, there are still many teachers who practise the INTEGRATIVE approach, frequently quite unaware that they are in fact doing so. Many of these teachers belong to the older generation and never moved with the times, others are younger but as teachers teach as they were taught (a sad reflection on teacher-training); yet others are recent immigrants from English-speaking countries whose "integrative" teaching is part of their effort to cope with their own "culture-shock": initially some of them find it difficult to distinguish between their new being as Israeli teachers of a foreign language of which they happen to be native speakers rather than as "expatriate" Americans, Britishers etc. teaching their mother-tongue and native culture to "foreign" learners. Fortunately, this is for most a temporary phenomenon and with the years of their cultural (including linguistic, i.e. Hebrew) absorption their former homelands recede and they can then honestly refer to American and British usages as "they" rather than "we". However, many Israeli-born teachers of English also adhere unconsciously to what is now referred to as the "integrative *heresy*", since throughout the world of English as a Foreign Language the "integrative approach" is no longer advocated and English is seen as an international lingua franca and not as the exclusive property of the English-speaking peoples whose culture must be acquired if the language is to be learnt proficiently. These teachers have studied English literature as their academic discipline and love it dearly; they are personally more interested in conveying to their pupils an appreciation of the literature than in improving their pronunciation, enriching their vocabulary and broadening their grammatical competence — in fact, pronunciation, vocabulary and grammar rather bore them (sometimes the teachers themselves may not be as proficient in them as they should be). In fact, the academic discipline closest to and most helpful for the English teaching profession is English Linguistics (better — Applied Linguistics, which includes "Pedagogical Linguistics" and the Linguistic study of literature, stylistics, discourse etc.); regretfully, not enough English teachers have specialized in Linguistics, and universities do not demand enough Linguistic studies in their teacher-training requirements.

The current approach in Israel, as in all countries where English is taught as a FOREIGN language (as distinct from English as a SECOND language taught in a mass exposure situation to immigrants, similar to the Hebrew Ulpan), is therefore INSTRUMENTAL — *a useful practical skill to serve as an interna-*

tional means of communication. English at school is therefore a "service industry", providing the learner with the linguistic means to deal with other subjects; the aim of studies is to *use* English not to *know* it as an end in itself. Within this framework cultural references enter of course, since a language is part of a culture, but the function of this cultural information is to aid in and provide some background for linguistic explanation, not as a goal of language learning. The aim is "bilingualism (to an attainable extent) without biculturalism" (Paulston, TESOL Quarterly 1978).

Learning for Communicative Competence

Language learning for communicative competence involves the following factors:

1. LINGUISTIC COMPETENCE, i.e. as high a level of performance as possible in both FLUENCY and ACCURACY, involving the following components:
   a. grammar
   b. vocabulary and semantics
   c. pronunciation skills
   d. discourse strategies (i.e. combining sentences into longer units)
   e. spelling
   f. reading skills
   g. listening skills
   h. speaking skills
   i. writing skills
   j. the ability to contrast with the mother-tongue

   The order of priority of the language skills is as follows: READING, LISTENING, SPEAKING, WRITING. This is an order of priority over 8–9 years of study; the first years of study stress the oral-aural skills more, and the stress on Reading Comprehension in secondary schools assumes an earlier focus on these oral skills so enabling the change of emphasis to Reading Comprehension as well as continuing to stress Listening Comprehension. It is also an order of priority not exclusion — all four skills are taught throughout the pupil's school career to as high a level of proficiency as possible.

2. SOCIOLINGUISTIC COMPETENCE, i.e. the appropriateness of given language items. "Sociolinguistic Competence" involves the "correct use" of language as a supplement to the "correct knowledge" of Linguistic Competence. This type of Competence involves the appropriate use of language as a speaker and a writer as well as being able to interpret appropriately

as listener and reader; it includes being familiar with different levels of formality and different varieties (dialect and Registers) of the language. The language taught in school is "NORMATIVE STANDARD" (British or American, but with pupils being familiar with the one not being used actively by the teacher) in a rather formal style of speech and writing; however, the pupils are provided with exposure to other styles and dialects (major ones) and a variety of Registers, especially in the Upper Division of schools. Thus, pupils should be familiar with (though not encouraged to use) the more informal levels of the language and their attention should always be drawn to differences between the spoken and the written language.

3. PRAGMATIC COMPETENCE, i.e. strategies of language learning and language use which enable the learner to attain fluency in the language; these strategies aid his linguistic and sociolinguistic competence and include the following:

   a. the skill of paraphrasing (expressing what one means in other words if the precise term is unknown or has been forgotten);
   b. dictionary skills (skilled use of monolingual and bilingual dictionaries and other sources of self-access learning);
   c. lexical simplification (e.g. selecting a neutral coverage term if the precise term is unknown: "seat" for "chair, stool, bench");
   d. the ability to interpret usages in the foreign language in terms of the differences from and similarities with mother-tongue usages (e.g. when one says "please" in English and "bevakasha" in Hebrew);
   e. the ability to use and interpret redundancies and repetitions, pause-fillers and other features of connected speech and writing (discourse);
   f. the ability to guess meanings (grammatical and lexical) from the aural and written context.

Not the "Communicative Approach"

The terms "communication" and "communicative" are used to describe the Instrumental goal of Language Teaching; however, they have of late been appropriated by a specific school of syllabus construction in such a way that non-adherents of this school are sometimes labelled as "non-communicative". It is important, therefore, to distinguish the various uses of the term "communication" in this context of Language Teaching.

1. Communication as an aim of study; this is the declared purpose of English Language Teaching in Israel, as indeed in other countries;
2. Communicative activities as teaching techniques (e.g. role-playing, task assignments, meaningful contextualized language-learning activities); these

didactic techniques are the recommended classroom procedures in Israeli schools;

3. The so-called "Communicative Approach" as a teaching syllabus; this is not the same as the "communicative techniques" cited immediately above, but is a different organization of the subject matter, taking as its point of departure "functions" and "notions" (e.g different ways of apologizing) and therefore ungraded "authentic" language rather than the usual graded catalogue of grammatical structures. This "communicative approach" in teaching is accompanied by "communicative performance" in the pupils' responses, whereby the criterion is successful communication (fluency rather than accuracy, little or no attention to errors unless they prevent communication, seeking authentic situations for language use rather than the artificial situations of the classroom etc.).

This approach, while useful in correcting the too exclusively grammatical syllabus of earlier generations (both the "Traditional" grammar-translation school or the "modern" Audio-Lingual approach) or indeed the "situational" focus of Direct Method advocates and in reasserting the stress on the meaningfulness of language learning and the use of language rather than its form, has led in its turn to an excessive disregard for grammatical structure and indeed for systematic graded learning; the result is a confused and vague grasp of a catalogue of items and phrases rather than the ability to be creative and to generate novel sentences, which can only come about if based on a solid foundation of correct language including the knowledge of the rules of grammar. Moreover, the over-teaching of alternative ways of expressing the same concept is at the expense of broadening the learner's wider vocabulary; for productive purposes one or two forms are enough (other forms could be part of the passive recognition vocabulary). The approach adopted in Israel and also promulgated by the current thinking of the 1980's in the U.S.A. and Great Britain is a *grammatical syllabus which is contextualized and meaningful and taught via communicative activities, with the aim of having pupils acquire a fluent and accurate means of communication.*

The Content of Studies

The educational risk involved in an Instrumental Communicative programme lies in the potential triviality of the content; here the Integrative Approach with its policy of enculturation has the advantage. It is therefore of vital importance that the actual content of the lessons, textbooks etc. rises above the level of asking for directions or informing the world that the speaker is a boy or the teacher a woman or that a child has five fingers and one nose. Even in the very early stages of study the text must say something valuable: "I am healthy" is not enough, "I am healthy (because) I clean my teeth" is teaching a valuable lesson in hygiene.

In this respect, then, Foreign Language Teaching is integration — it integrates the foreign language within the whole educational and moral environment of the learner and is an additional tool for fostering educational, moral and cultural values. Thus, English in the Israeli school system is part of the total curriculum, dealing through the foreign language with the issues with which this generation of pupils is concerned. The English lesson becomes a forum for discussing current events, for reading newspapers and journals, for adding to the subject matter (history, geography, civics, literature, technology) being studied in the mother-tongue and for studying material of universal philosophical and sociological interest which does not fit neatly into other subject brackets.

The study of English literature (whether as simplified materials in the lower classes or as the "Literary Texts" syllabus of the Upper Division) thus fulfills a number of roles. On the one hand, it is part of Language Proficiency, part of "advanced reading comprehension"; on the other hand, well-selected materials provide a basis for "content" — universal, humanistic, social, philosophical and moral issues to be analyzed and discussed in class on the basis of the reading matter. It is very doubtful whether the level of language proficiency which can be attained will enable genuine literary analysis and appreciation, which will more likely be attained in the study of literary works written in or translated into the mother-tongue.

However, it is very wrong to limit the concept of "content" only to literature: chapters in textbooks, articles in newspapers and other examples of serious journalism, television programmes and radio talks are also materials for enhancing moral values, broadening the cultural understanding of others and raising the level of intellectual concern.

Foreign Language Teaching is indeed well-suited for general humanistic education and for increasing the awareness of "domestic" issues (precisely because it is "foreign" and therefore "detached"); for example, in 1983 the two main educational issues as determined by the Ministry of Education were "The Unity of Israel" and "Civilized Talk" ("Tarbut HaDibur"): a discussion on publishing policy for English led to the conclusion that it would be artificial for English material to be published relating to "The Unity of Israel" but it certainly would be very appropriate for the other, with all the obvious implications of the usages of "civilized talk" in English vis-à-vis the mother tongue usages of many pupils!

The Foreign Language as a Tool for Cognitive Expansion

The third factor determining English Language Teaching policy in Israel is the possibility of intellectual growth inherent in learning the foreign language to the level of attainment aimed at in the Israel school system. Through the study and the use of the foreign language, the pupil's general intellectual powers (not

just his proficiency in the foreign language) will develop. His skills of logical analysis and analogy, his insight into the nature and structure of Language as a whole, and his insight into the structure and usages of his mother-tnogue will all contribute to develop the personality of the learner ; he acquires more diverse ways of thinking, a cognitive flexibility which can only be of great intellectual and cultural benefit to him. This factor of Foreign Language Learning as part of cognitive flexibility in general has been stated as follows (allowing for the belletristic exaggeration) by the linguistic and literary scholar George Steiner ("Times Educational Supplement"):

> "To know another language well, to penetrate the reflexes of awareness and judgment inherent in its idiom, to experience in personal immediacy the transparencies or opaqueness which link or divide it from one's native speech — to do these things is, quite literally, to harvest a second self. It is to open a second window on the landscape of being."

There are hints here of Whorfian Linguistic Relativity (popular with philosophers but never empirically verified), but his basic claim of intellectual enrichment through language learning will certainly be accepted by teachers of all levels and especially of that advanced level to which teachers strive to bring their pupils and which large numbers of pupils do attain: to be able to think in the foreign language.

6. HETEROGENEOUS CLASSES AND INDIVIDUALIZED LEARNING

HETEROGENEOUS CLASSES — REFLECTIONS AND SUGGESTIONS

by *Pinchas Bechler*, Ministry of Education and Culture

Recently in Israel, a number of articles have been written and much more has been talked about teaching in heterogeneous classes or, as they are often called, mixed-ability groupings. There have been several Ministry of Education reports published suggesting a change from the well-established but often criticized system of homogeneous separation of pupils studying certain "problematic" subjects such as Hebrew, Mathematics and of course — English. Furthermore, a national conference was also held on this subject, not so long ago, in one of our universities. Repeated directives issued by the Ministry of Education encouraging a move towards adopting mixed-ability group strategies based on most convincing

rationale have intensified the need for careful in-depth examination of what such a change may entail. It is not surprising, therefore, that English teachers have also shown a growing interest in the subject, as illustrated by the relatively large number of articles received recently by the Editors and written by Israeli teachers. It is for this reason that a section of this issue of the ENGLISH TEACHERS' JOURNAL is devoted to this topic. May I, here, indulge in some reflections and perhaps make a few suggestions in the hope that the subject under discussion will receive some extra dimensions worthy of consideration.

For the past twenty years or more, we, the English teachers, have all 'enjoyed' the luxury of being able to teach, more often than not, fairly small homogeneous classes, making both planning the lessons and teaching easier and at the same time allowing us to take into consideration our pupils' learning abilities. We have been fairly satisfied with the achievements obtained though we may be, occasionally, concerned with our weaker English achievers and we may be more demanding for a clearer syllabus for such pupils and for more suitable materials as well as guidance in special methodology for them. On the whole, however, we are fairly set in our ways of teaching. One might pause to wonder, therefore, how strange it is that there seems to be a move back to those 'nostalgic' days of the pre-State and early years of the State when we all taught in heterogeneous classes (and for that matter, most of our colleagues teaching other subjects do so until today)! Those were the days of large classes, few textbooks, little systematic methodology, quite a lot of success in acceptable achievements, and, as many maintain, a high percentage of 'drop-outs', certainly in English.

Whatever might have been the situation then, one does wonder whether this suggested move back to those days is just another of those fashions in education, considered, tried out and neglected soon after — or is it a change of a more serious calibre? After all, teachers are only human and are normally reluctant to adopt and experiment with somewhat intimidating suggestions for changes in classroom strategies, methodology and even syllabus. Occasionally one does hear some lonely voices expressing real concern, whether it is an expression of deep-felt uneasiness with the rationale and the results of homogeneous groupings or whether it is an appeal for more pragmatic support because of recurring difficulties and disappointment in not being able to reach teacher-set expectancies.

How acceptable can such a change be? We may have to accept the inevitable (somewhat speeded up because of budgetary cuts) and have to give up some of our small homogeneous classes. It is possible that the educational principles as expressed by the Ministry of Education and other educational bodies are a reflection of the dynamics of social change and social pressures and the educational system must, sooner or later, adjust itself to the changes that occur. At this point let us remember what Goldberg Passow and Justman discovered as far back as

1966[1]: "Narrowing the range of ability per se, without specifically designed variations in program for the several ability levels, does not result in consistently greater academic achievements for any group of pupils." We may, therefore, ask ourselves whether an introduction of a modular differential syllabus is the solution for meeting the new challenge of teaching once again in heterogeneous classes. It seems to me that this may possibly be an important contribution to a more comprehensive programme. There are certain constraints that have to be considered since they may become serious obstacles to the success of any plan. To mention but a few of them: —

The attitude of the teacher

Any successful change depends greatly on teachers' attitude. There are those, in every school, anxious, uncertain of what innovations and reforms may be, who do not hesitate to criticize and disparage the claims of the reformers. One can only suggest that teachers study carefully the rationale underlying such suggested changes, examine the details of the proposals and personally observe, when possible, their implementation and most definitely try them out personally. Personal conviction is essential otherwise there is little point in hoping for success.

Institutional Support

Many subjects in school have always been taught in mixed-ability groups and the changing tasks and resulting problems of the English teacher in a similar situation may not necessarily be appreciated by the school management. It is often very difficult to develop an innovation programme without such institutional support. There is a need for moral support and more often than not, financial support as well (extra materials, textbooks, hours, teacher aids, etc.). In these days of belt-tightening such help may not be forthcoming and teachers may have to introduce such changes in rather limiting conditions.

Time for preparation

Any innovative approach, however modest it may be, requires more preparation time than does the normally-used lock-step methods. Curricular and pedagogic demands on the teachers are such that it is difficult for them to find time for any changes and innovations. Since it is doubtful whether schools could afford to reduce teachers' teaching loads in order for them to concentrate on newer demands, a possible compromise could well be the introduction of systematic team-preparation and possible team-teaching.

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1. M. L. Goldberg, A. H. Passow, J. Justman. 1966. *The Effects of Ability Groupng.* Teachers College Press. N.Y.

It is a sad but true fact that the life of any innovative idea in education will last as long as its initiator remains interested and actively inspires others. The minute this is no longer so and however successful the project may have been, it is likely to wither and eventually disappear and more set-in, conventional and well tried-out methods will be re-introduced. To establish any new tradition requires time and tenacity. The very essence of any innovative progressive idea often means that it is dynamic and changing and that may be the reason why, without that tenacity, such ideas disappear.

In spite of such possible limitations which may be influential distractors when trying to introduce changes, there seems to me to be no real reason why the task of teaching English in a mixed-ability group cannot be a real educational challenge, demanding imagination, re-examination and re-evaluation of such techniques so often talked about but rarely used, such as team teaching, group work for more individualization and meeting learning needs, more open-class ideas and perhaps a broader, comprehensive programme of individualization. Today we have, at our disposal, both the theories as well as the experience in these fields and furthermore much more sophisticated technological hardware and software, including the possible use of computer-assisted learning. What we require, at this stage, is a bank of practical ideas received from the many teachers in Israel who, during the last few years, have been trying out various techniques themselves. Such information may become the springboard from which correct strategies for teaching in a mixed ability group could be worked out.

HETEROGENEOUS ENGLISH CLASSROOM TEACHING

by *Tsivia Ariel*, Horev School, Jerusalem

All of us agree that the main factor in determining whether or not classes should be streamed according to level of learning (Ability Grouping — hakbatsa) in English is the ability to teach the class as a working unit and enable each pupil to progress at his or her own pace and level.

To achieve this aim much has been said in favour of Ability Grouping. I should like, however, to try and put forward a plan in favour of heterogeneous classroom teaching, adding suggestions which will enable the teacher to deal with both "high achievement" and weaker pupils in this framework. The method discussed has been tried out in our school fairly successfully. Approximately 85% of our 7–8 Grade pupils will continue in an academic secondary school and will eventually matriculate. The percentage of success in the matriculation examination reaches 90, but at different levels of the examination. Motivation, overall achievement

by all pupils and teacher-satisfaction have been better than in groups where pupils were previously streamed according to achievement-levels. There is no doubt that from an educational point of view much is to be said for keeping pupils from lower socio-economic backgrounds in their regular classroom rather than in lower English levels providing they can *achieve*.

Grades 7–11 in our school receive 4 weekly periods of English instruction. There are three parallel heterogeneous classes. Each of these classes is taught as a unit for three of the four periods and are re-divided for one hour per week on three different levels — A, B, C (i.e. Ability Grouping), with level C receiving an additional remedial hour. This one-hour redivision was originally instituted in order to help the very weakest, but we have found it does wonders for the bright pupils as well. At the same time, our heterogeneous teaching enables the weaker and average pupils — who together constitute 70–80% of a regular classroom — to benefit from the highly-motivated brighter pupils. Studies have shown that teachers will teach the B stream on a lower level than they do the A Stream. We found that most "average" pupils did better when grouped with brighter pupils rather than when grouped homogeneously with average pupils. Hence — the return to heterogeneous groups.

During the "regular" three class lessons a week, conventional teaching methods are used, i.e. a frontal approach, direct-method teaching of grammatical items, group work, chart work, etc. Homework is often given on different levels. Weaker pupils will be given mainly fill-in sentences or simple question-answer exercises. Brighter pupils will do paragraph writing, compose dialogues, create posters, etc., according to Grade level, but are always responsible for both sets of homework. There is no problem when reviewing homework: weaker pupils usually comprehend enough — their passive knowledge being so much better than their active one — to enjoy what other pupils have written. They will even learn and act out some of the dialogues.

I have found out that pairing off brighter and weaker pupils in group work is quite satisfactory for both groups of pupils. The fourth lesson, a version of Ability Grouping ("hakbatsa") will be very varied, according to the level being taught by the teacher. This year's A Stream in our school is working on newspapers — reading, discussing and writing about articles on current events — and poetry. The C-Stream receives an additional hour. Most of the weak pupils achieve their maximum potential after joining this group. It is the smallest group, limited to 25 girls at most. 50–70% of the time is spent reviewing the grammatical unit being taught at the time and the main lexical items only. There are many additional remedial exercises. Basic spelling rules are constantly reinforced. 10–15% of the time is general review and about 25% of the time is spent introducing new items that will be taught in the classroom the following week. If properly prepared, these

pupils do not slow down the pace of the class as they have already been introduced to part of the new unit taught and can follow and even participate. When giving examples, we encourage them to give the examples that they have already been taught. We find that this method has helped us overcome the main obstacles in heterogeneous classroom teaching. Every 6–8 lessons we have a "fun" lesson — games, plays, drawing, etc.

The B Stream is probably the most difficult group to teach and should be taught by the more experienced teacher. It needs the delicate balance between additional remedial work on a more sophisticated level and enrichment. In the more difficult units, the enrichment is based on the grammatical and lexical items taught. With the easier ones, enrichment will be on completely different lexical items. For example, recently Grades 7 worked on a project involving Diaspora Jewry. The B Stream spent a lesson writing letters to Jews imprisoned in Russia. Vocabulary was taught, basic sentences were put on the board and then girls wrote in groups of four.

To be fair, I must mention the difficulties we have encountered too:

a. All three parallel classroom teachers must work on any given unit simultaneously; always planning what will be left for special teaching and what will be prepared for the unit to come.

b. each teacher actually teaches two classes on each Grade level; in order to ease this burden we do very little testing in the fourth lesson, since motivation is quite "high" and we are thereby able to avoid additional testing.

c. pupils should move more freely between Streams (Ability Groups); naturally, it is easier to move a pupil up than down; regular classroom performance determines Ability Group level and we re-evaluate approximately four times a year.

d. most pupils are glad to be in the C Stream, as their general classroom performance improves; as a rule we no longer have pupils who achieve only 20–40% on a test, as they are also prepared for tests in their Ability Group; some pupils, however, are quite upset.

e. teachers cannot teach parallel classes.

I admit that I am biased . I also admit teaching heterogeneous classes is much more difficult than teaching homogeneous ones. I am convinced, though, that on a long-term basis all pupils benefit — provided that they are *secondary-school* material at any level — from heterogeneous classes.

SUBJECT SUITABILITY AND MIXED ABILITY GROUPING — THE CASE FOR E.F.L.

by *Sheila Schoenberg* (Bezek School, Jerusalem) and *Ilana Kornblueth* (Gimnasia Ivrit, Jerusalem)

Integration has long been a major aim of social policy in Israel. Since the notion of social integration in this country carries with it an ideological reference to equality, reduced exploitation and nation-building, it has been readily embraced as the goal of educational policy as well. Yet the consensus which prevails with regard to viewing social integration as an aim of educational endeavours does not necessarily extend to integration as a means of achieving that aim. Means are rational constructs to be appraised in terms of functionality, and it has been cogently argued and demonstrated (for example the "project" of the University High School, Jerusalem) that rehabilitative teaching based on segregation might be even more effective than integration as a means of bridging the social gap. The controversy still rages and evidence is cited on both sides. However, it seems to us that the decision to further integration within the school system is essentially an emotive, ideological one. All our children should study under the same roof in the same class (without streaming or ability grouping) even if, achievement-wise, there is a price to pay. There is nothing wrong with such a decision as long as it is taken for what it is: a value-laden commitment partially impervious to research evidence, and not necessarily a remedy in its own right. What is important, however, is to appraise the outcome of such a move both in terms of social integration and in terms of the balance of academic gains and losses which it upholds. In the last two decades a great deal of research effort has been spent on the attempt to assess the academic effects of various types of integrational policies. Following is a brief summary of some recent research findings in this area.

THE CASE FOR MIXED-ABILITY GROUPING

A brief glance at the extensive literature dealnig with this topic in the U.K., the U.S.A. and in Israel bears evidence to the fact that for several years research findings failed to demonstrate any educational or academic achievement gains for the disadvantaged which could be attributed to the act of integration in the school system. At the same time, studies based on standard achievement tests also failed to establish any advantage for *separation* in the form of homogeneou sgrouping and streaming with respect to academic achievement. Given the ideological consensus mentioned earlier, this alone would suffice to uphold

integrational policy. However, more recent studies, and especially those carried out in Israel, have shown that when integration is accompanied by significant reform in curriculum and teaching methodology it improves the achievements of disadvantaged children. A recent study of "natural" integration, which used a more sophisticated conceptual scheme (than previous studies), also reached similar conclusions. Let us cite two examples:

a. The Klein Eshel Report on the Nachlaot project, which was characterized by innovative teaching and curriculum and by an early start of integrational policy, clearly proved achievement gains for the Nachlaot children and little loss for the regular pupils, (whether this gain is a lasting one and how far the results are due to experimental fervour are issues undergoing research at the moment) [1].

b. Yehezkel Dar's report on his research dealing with homogeneity and heterogeneity in education also concludes with positive educational implications. According to this report "The loss of the "lows" under segregation is greater than the gain of the "highs", while the loss of the "highs" under heterogeneity is smaller than the gains of the "lows". Moreover, it is the average student who may suffer most from homogenization and it is he who gains most from heterogenization". [2]

If the findings of these studies are indeed corroborated, it seems that not only are the efforts to maintain and "deepen" integration within the school system justified, but that any attempt to by-pass integrational policy in the form of grouping in the primary school and streaming in the secondary school is theoretically and not only morally suspect.

This indeed was also the claim of the panel of experts that convened at a seminar at the Hebrew University in 1981. According to a report published after the seminar, "there is a greater chance of success for instruction in heterogeneous contexts when the principle of integration is applied full scope, without grouping and without streaming".. [3] (Except in the case of very weak students who might benefit from rehabilitative teaching in segregated contexts where labelling can be prevented.)

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1. Klein, W. and Eshel, Y., 1977. "Towards a Psycho-Social Model of Integration". Megamot 23:17-40 (Hebrew).
2. Dar, Yehezkel and Resh, Nura, 1981. "Homogeneity and Heterogeneity in Education" School of Education; the Hebrew University of Jerusalem, p. 173.
3. "הוראה בכיתות הטרוגניות". דו"ח סמינר של ל. אגף המורים. ירושלים, מרץ 1981, עמ' 1

THE SUITABILITY OF ENGLISH FOR MIXED-ABILITY GROUPING

Does the above account imply that schools and educational policy makers can now shelve with a clear conscience all the costly efforts to create and maintain a system of grouping in English (in the intermediate division and possibly in the Upper Grades of the secondary school)?

It seems that the answer as of now is negative and that for various reasons. The methods of teaching English in heterogeneous classes have not yet been developed and there is a paucity of accumulated knowledge in this area. Although this may be true of other subjects as well, it is particularly applicable to English, which has been an "ability grouping" subject for so long. The only report of an experimental project of long duration is the Ben-Shemen school project discussed by Pinchas Bechler [4] and considered successful in terms of motivation and attainments. However, such mixed-ability teaching is highly dependent on a dedicated staff, a varied supply of teaching equipment (both software and hardware) and assistant teacher's aid. This is possibly why the project was discontinued and further experimentation is being left to the individual teacher, who is faced with the reality of a mixed-ability classroom.

More fundamental is the claim that English (or any other modern language) holds a unique position among the subjects with respect to the difficulties involved in teaching it to a mixed-ability class. This special status is reflected not only in the absence of data in most research papers concerning foreign language teaching, but also in the high-level opposition to mixed-ability instruction, as reported by studies of teachers' opinions. A recent extensive report from Britain [5] claims that "Of any group of subject teachers, modern linguists saw the fewest possibilities in their disciplines for mixed-ability instruction. Almost nine out of ten of those interviewed considered mixed-ability groups to be totally unsuitable for teaching modern languages or had serious reservations about them." (Mathematicians by contrast were divided in their opinions, with half of the teachers seeing considerable opportunities in the subject for mixed-ability organization.)

If these findings seem "subjective" in the sense of reflecting merely a conservative bias on the part of language teachers, a more objective study of the structure of the subject matter might further reinforce the above claim. Subjects differ in

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4. Pinchas Bechler discusses this project in two articles. The first appears in ENGLISH TEACHERS' JOURNAL, Israel, No. 15, p. 26, April 1976: The Effects of Teaching English in an Ability Group System and a Suggested Alternative. Methodology for Heterogeneous Classes. The second article appears in the JOURNAL, No. 23, p. 33, July 1980 : Teaching in Heterogeneous Classes — A Review of Four Years of Experimentation.

5. Reid, Margaret et al.: Mixed Ability Teaching. The NFER Nelson Publishing Company, 1981.

their suitability for mixed ability grouping and the criteria for differentiation can be summed up under three headings:

a. **The perceived structure of the discipline**
When a subject is highly structured, cumulative or laddered, it presents greater difficulties for mixed ability teaching than a subject which is not structured and sequential. Subjects which allow a wide range of individual response, which can be readily divided into separate topics or skills and which enable the student to proceed on his own for wide stretches of time, offer greater opportunities for mixed ability teaching than subjects that do not possess these qualities.

b. **The role of the teacher in the classroom**
Subjects also differ in the extent of frontal teaching or teacher — induced communication which they require. Although modern teaching technology places at the disposal of the teacher a plethora of audio-visual aids which facilitate group and individual work, it nevertheless remains true that in some subjects more than in others the teacher, and not the peer group or the material, is still a vital resource. Although the enriched learning environment created by high-level peers is perhaps the single most important determinant in raising the level of the disadvantaged, some subjects do not enable the weaker student to benefit from such environment in the same degree.

c. **The need for academic examination results**
When the teaching of the subject involves preparation of the pupils for academic examinations at different points of the instructional sequence there is less leeway for differential, spontaneous planning and teaching which mixed ability instruction entails.

THE CASE OF E.F.L.

On each of the suitability indices mentioned above, English as a foreign language scores lowest. Its subject matter is both structured, cumulative and formal. At the skill-learning stages it does not allow for a wide range of differing spontaneous responses, nor does it enable even the able student to proceed profitably on his own (this is especially true of communicative writing and speech). Unlike the teaching of the mother tongue it cannot focus on each skill in isolation. The audio-lingual communicative approach, currently prevailing in most schools, requires that the four skills be studied simultaneously (except perhaps at the beginning stage when mostly oral work is done and at the advanced stages when the reading skill is focused on). This, in addition to the fact that the teacher is obliged to

provide relevant, comprehensible content for what is essentially a formal discipline, explains why the teacher is still a vital resource in this area. But even when the teacher controls the interaction and supervises its quality, this interaction can only be enriching for the student if it is conducted at one level higher than the level of competence of the learner. Thus, when the teacher aims at the average or majority level of the class what the weaker student will be hearing is "white noise" (as research evidence has shown)[6] while the abler student will not be productively engaged. Obviously heterogeneous classes differ in their A, B, and C level distribution but the "Plus One" principle applies throughout. Finally the need to prepare the student for academic achievement tests at the intermediate as well as the final stages further narrows the range of options available to the teacher and forces him to adopt a selective approach.

The implications of the above seem to us to be that the decision to discard grouping in this area is not only unwise but perhaps even not rational. It is quite possible that the balance of gains and losses in this area does not reflect the general picture of tendencies described in the reports mentioned above. Till the time that a more direct appraisal of the value of grouping in English F.L. can be made, it is perhaps wise to maintain a system of flexible grouping at certain focal points of the instructional sequence. This can be done without neglecting the attempts to forge instructional tools which will render the task of mixed-ability teaching in this area theoretically and economically feasible.

Models of Flexible Grouping

If some form of grouping in English is therefore necessary the question arises : how can we minimize some of the ill-effects that adhere to segregational practice, such as labelling, reduced motivation, lack of mobility, impoverished learning environment, the self-fulfilling prophecy etc.? And how can one render it effective? Since there are various types of grouping arrangements and different school environments the answers must necessarily be local and situational. Nevertheless certain general patterns can be traced and described. In what follows we shall present a brief outline of three models of Grouping together with the built-in mechanism that might help counteract some of the negative effects mentioned above:

I. Intra-class Grouping
II. Inter-class Grouping
III. Inter-level Grouping

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6. See, for example, the discussion of these issues in "Effective Second Language Acquisition ; Insights from Research" by Stephen D. Krashen ; in "The Second Language Classroom", ed. by James E. Alatis et al., Oxford University Press, 1981, u. 102.

I. *Intra-class Grouping*

(a) One method of coping with heterogeneity in the classroom is "small-group" assignments. The class is divided into heterogeneous groups, each given a different task according to interest and rehabilitative needs, the assumption being that pupils from different levels might share problem areas. However, experience has shown that "interests" and rehabilitative needs of the weaker students tend to coalesce. Certain groups will consistently need different level material and the undivided attention of the teacher (he or she being a vital source as mentioned above). In addition, in small continually unsupervised groups the dominant student (be it for being more able in English or having a more dominant personality without this advantage) tends to take over the leadership with the resultant passivity and/or faulty learning of the rest. Therefore there is no alternative but to maintain, for part of the class time, permanent homogeneous grouping with separate tuition. This requires an assistant teacher (or paraprofessional).

(b) Another way of keeping the heterogeneous frame of the class and yet cater to the needs of the different levels within the class is to divide the class time into whole class lessons and alternative level lessons. [7]

(c) A third possibility is to provide the weaker student with additional weekly lessons given by the classroom teacher often partially at the expense of whole-class time. [7]

II. *Inter-class Grouping*

This is the traditional grouping pattern for English classes in most schools. However there should be an inbuilt mechanism to counteract the negative aspects of Ability Grouping mentioned above.

Parallel heterogeneous classes are divided into small C groups, manageably-sized A + B groups and where necessary an A+ group. The small size C groups get an extra hour of instruction and are taught by experienced, specially-trained teachers. The aim is to supply the pupils with the basics they missed in previous teaching, in a businesslike professional manner and thus to achieve the gradual self-elimination of the group via upwards mobility. In the A+B group, if not too large, the manageable heterogeneity provides the average student with the enriched learning environment which is one of the advantages of a mixed-ability setting.

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7. This was satisfactorily attempted in the upper level of the Hebrew Gymnasia, Jerusalem in a 38 pupil heterogeneous class. The weekly 5 hours were divided as follows : 2 hours in common, 2 hours for the weaker students only, 1 hour for the better students only.
8. This is being done in the Reali School in Hafa.

III. Inter-level Grouping

Ability Grouping covers two age levels (i.e. ז'+ח'; ט'+י'; יב'+יא') and the groups are re-formed on a semester basis. According to an objective, diagnostic test each student is allocated to the most suitable group for one semester. After each semester further diagnostic tests show the student whether he has completed the requirements of the course. On this basis he either goes on to the next level or repeats the previous level with another teacher and obviously another group, until he is ready to proceed. The instruction is carefully structured and controlled. The student is given the choice to discontinue the studies of English for a semester and go on or repeat (as the case may be) at a later stage. The student is given the opportunity of going over the same material in a new setting and with a different teacher until he feels confident to move on (he can start anew twice a year).

The advantages of this arrangement are:

(a) The student need not go on the next stage until he is quite confident of having mastered the previous stage (as is often the case in the conventional system when the student fails in English and yet must proceed with the class or even with the ability group to the next level).

(b) Since this is a modular system there is no consistent labelling.

(c) It gives the student the possibility to go over the same group with a different teacher after one semester, thereby increasing his chances of improvement.

(d) The teacher specializes in a certain well-defined short-term task.
Obviously, mixing age groups requires psychological adjustment on the part of the students and therefore calls for educational preparation towards a change of attitude regarding this issue. However, once a change of attitude is achieved wider educational benefits might ensue.

A PUPIL-CENTERED APPROACH AND INDIVIDUALIZED LEARNING

by *Yehudit Ogorinsky*, Shaar Hanegev Primary School

No school is perfect and there is no one teaching method which is good for all pupils. Problems, however, which do arise in a school are (90%+) a direct result of the methods of teaching used by that school system. The traditional frontal teaching method sees the teacher as the main source of knowledge and brands him with the role of a "walking encyclopedia". Pupils are not asked to

do their own research. They are there only to absorb what is fed to them and to function as required. If the pupil does not function according to a "plan", he then presents a problem to frontal teaching situations. Frontal education, in the past, was aimed at the transmission of the culture at the time. The teacher was seen as the authority — consistent, desirable and justifiable. Learning was done in a formal context and only certain subjects held central worth for education. Sophisticated views of the human personality, extensive psychological insights and systematic observations of child growth and development have made teachers reexamine their methods and have forced them to see their pupils as individuals and not as "classes" or groups alone; as individuals with separate needs, intellects and abilities coming from completely different cultures, families, and backgrounds. This progressive movement in education has had many effects. It has aroused teachers' interest in their pupils' family and background. It has compelled the teacher to create activities in class that are meaningful and rewarding. It has laid a new basis for student-teacher cooperation. It has encouraged discussions, questions and inquiry. Progressive education has shown us how to make flexible classroom arrangements, possibilities for full-dimensional learning and, most of all, respect for the individual. It has opened our eyes to see each pupil as a being with his own individual capabilities and interests and has given us the opportunity to build up a general atmosphere of relaxation, happiness and friendliness in a school where each may be allowed to progress according to need and not as the teacher or system forces him to do.

In their handbook, MODERN LANGUAGE PERFORMANCE OBJECTIVES AND INDIVIDUALIZATION, Vallette and Desick define individualized instruction as "a method of teaching that provides for ability differences among students by varying time, materials, course objectives, and teaching techniques according to individual needs." (Modern Language Performance Objectives and Individualization, Valette-Desick, p. 249)

However, H. B. Altman and Politzer, in their book INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION (Rowley, Mass., Newbury House, 1971, pp. 163–74), see the concept of individualization of instruction as having to be very carefully analyzed in relation to the development of communication skills. "It can mean small-group practice and interaction, but not independent study, because communication by definition involves more than one person."

The main difference, however, in this method, is the shift in the role of the teacher who drastically changes from the most active and central element of the class — to a "passive" and sideline guide or adviser. Not all teachers can adapt to this change. For the teacher who finds the class his "stage", standing in the shadows will prove an unbearable task. Some non-native teachers feel inadequate

to the demands of autonomous interaction activities because of insufficiencies of training or a long period of time away from the teaching of a language. Just like their students, such teachers grow in skill and confidence as they practice. In a non-authoritarian approach, teachers accept and acknowledge their weaknesses, drawing as a compensation on their ability to stimulate interesting activities and involve others. Their students then accept the teacher as a member of a group which is learning together.

The Individualized Learning Center

As children grow and change, so must the methods of classroom teaching evolve and change. The teaching practices used by teachers should be based on the best knowledge they have of child growth and development. A foundation stone that has long been recognized but not fully implemented is the concept of individual differences. Each child possesses personal unique characteristics. Classroom practices must reflect this reality more consistently if they are to provide appropriate learning experiences for each child. In the 80's the major classroom tactics must be guided by child growth and development and child individuality. The establishment of the Individualized Learning Center is directed towards this end. The Individualized Learning Center classroom focusses the teacher's sights on each child ; enhancing the opportunities for meeting the personal needs of the learner. The Individualized Learning Center, emerging as a defineable teaching method, is providing teachers with a viable means to achieve this end. The Individualized Learning Center, fully developed, implies certain characteristic behaviors on the part of the teacher, an enlarged learning environment, greater independence on the part of the learner, and revised physical arrangements in the classroom. The Individualized Learning Center embodies the implementation of an idea — each child will grow at his own rate, in his own style, and to his own uniquely personal potential. The Individualized Learning Center provides for a highly personal experience for the child, and can facilitate learning through a feedback system.

Criteria for Establishing Centers :

When a teacher or team of teachers or an entire school staff has elected to proceed toward the initiation of the personalized learning configuration of the Learning Center method, the following criteria should be kept in mind at all times :

1. Each Learning Center should contribute to the achievement of the needs of the individual. In the Learning Center the child should be confronted with opportunities to work with basic skills, facts, concepts, and broad ideas.

2. The Learning Center should deal with a significant area of study that is of interest to the student. It should be open-ended so that individual creativity can be fostered. It should provide opportunities to develop problem-solving, critical thinking, and creative thinking. It should provide opportunities that constantly lead the individual to strive to compete with himself toward higher levels of learning.

3. Learning experiences at the Center should be related to past personal experiences and should lead to broader and deeper new experiences.

4. Learning Center activities should have practical time limits related to the child's developmental level which will permit completion of the tasks.

5. Directions at each Learning Center should assist the learner in gaining an overview of the task quickly. The directions need to be clearly stated so that the learner understands where to begin and when he has completed the task successfully.

6. The design of Learning Centers depends on the types of experience to be made available to the student.

The teacher electing to establish a Learning Center must provide a variety of forms for the Center. Humor, sparkle, and intrigue injected into the Centers will pay high dividends. This checklist can be used to appraise the diversity of the Learning Center. Learning Centers should:

- involve each child actively.
- confront the child with essential skill-developing activities;
- tempt the child to stretch his imagination and creativity in the pursuit of divergent reaction to problems that offer no pat solution;
- provoke the child's interest so that he finds himself engrossed in processes or systems of fundamental significance, such as cause and effect, "such as, ... then what?";
- immerse the child in conditions leading to the development of concepts or generalizations inferred from facts;
- tease the child's sense of humor;
- team the child with one or more classmates in a joint-action task where cooperation and interaction present opportunities for the development of human relations skills;
- offer free or controlled choices from among many challenging and intriguing locations about the classroom;
- intensify learning activities through the use of listening and recording devices, with viewing and projection equipment.

Physical Setting for Learning Centers

A very practical matter which must not be neglected is the actual physical arrangements for Centers in the classroom. The teacher must manage the room and its furnishings so as to produce a facilitating environment. These considerations range from the size and shape of the room to the kinds and numbers of tables, carrels, or easels used. Proper lighting must be available in the Center. Arrangements should be such that pupils can and may move freely from place to place with a minimum of disturbance to others. Chairs, work areas, and tools should be comfortable. The Learning Center should be attractive. It takes time and energy to get this extra touch but the pupils can be a great help to the teacher if he plans for it in advance. In short, a Learning Center should be set up to provide interesting, attractive places to work and should allow a free traffic flow throughout the room.

A Learning Center appears to facilitate more learning and teaching styles than some other teaching methods. The Learning Center, while it stresses individuality, may nonetheless lead towards group activity. Also, while a teacher uses the Learning Center Method, the same teacher may use small group teaching methods as total class discussions. It would be presumptuous to suggest that any one method of working with children may be THE method. So, when a given teacher begins to work on any given method, he knows that he is selectively planning. He is aware that his action does not imply rejection of all other methods. Realistically, a balance of various techniques seems to be the logical follow-up. That is, the preoccupation of the future will be with truly operational individualized classroom procedures because children are unique individuals and have unique personal needs and learning styles. It is sincerely believed that the Learning Center method holds great promise for those teachers who are in search of a new way to provide for child growth and development and child individuality. That teacher who selects the Learning Center method must be willing to

— work creatively with children's ideas and his own ;
— utilize a variety of materials — texts, devices (AV and others), kits, and realia ;
— write and give directions clearly, precisely, and economically ;
— settle for nothing less than a comfortable harmony between ideas, facts, and action ;
— look for progress and success in individuals, as individuals, when evaluating child behavior.

or if the teacher is serious about re-equipping himself with updated techniques, he must consider the implications of shifting:

— FROM — a course of study to which the child is made to fit into
— TO — a course of study determined by the needs of the child
— FROM — the single textbook approach
— TO — a multi-media array of materials and information resources
— FROM — a teaching style which provides abstract symbol activities with the student sitting at his desk with his paper and pencil and/or a question and answer period directed by the teacher.
— TO — a variety of experiences including 3-dimensional concrete activities with children helping children and moving with self-directed purpose to differentiated assignments at the Centers
— FROM — a textbook and a teacher who gives verbal information
— TO — a teacher who is non-directive and guides the student to inquire and involve himself actively in the process of learning
— FROM — a separate subject teaching whereby science, history, etc. are taught at specific times of day in a narrow conceptual scheme
— TO — a gathering of related concepts into an integrated whole so as to provide a more meaningful experience for the learner.
— FROM — a teacher who makes assignments and corrects papers
— TO — a teacher who cooperatively plans and evaluates the experiences of each child through individual conferences.

Conversion to Centers

Some teachers may convert partially to a Center-organized classroom, or some may convert a classroom totally to the Learning Center method.

PARTIAL CONVERSION. A class may use Learning Centers as a part of the learning experience continuum. There may be, for example, a Center for certain skills, there may be a Center for information, there may be one for fun only. The teacher simply uses Centers as supplements, or adjunct techniques, concurrent with some other well-planned program. The teacher may sustain this type of classroom through the entire school year. Partial conversion permits the teacher to examine some of the implications of Centers. It can provide a profitable relief from the confining limits of assignments and at the same time reveal the positive reactions of children to the self-actualizing potential of Centers.

TOTAL CONVERSION. The teacher uses the Center approach as his dominant organizational arrangement for planning experiences with and for pupils. Total conversion does not mean using Centers exclusively but it does mean that direct teaching by the teacher is subordinated or submerged in favor of self-directed commitments to learning by pupils individually. The emphasis is on learning rather than on teaching. The no-talk, no-copy pattern of the same text in every child's hand is replaced by the dynamic hum of peers sharing with and helping peers as

ideas and information are sorted out of the books, filmstrips, etc. Numerous large group meetings will be legitimate, especially for program planning and evaluation purposes. Likewise, common needs of pupils, especially in the younger age groups, may require the frequent formation of small groups to serve numerous legitimate educational ends.

Reflecting upon the material I have read while preparing this article I have found one manual extremely helpful. It is Ralph Voight's INVITATION TO LEARNING, THE LEARNING CENTER HANDBOOK, Acropolis Publ. 1971. This manual not only describes the philosophical reason for using Learning Centers, but also describes what their objectives are, problems which may arise while using these Centers, and offers a detailed description of how to actually go about establishing such a center in your school.

In my own opinion I feel that partial conversion to the Learning Center Method would be best for teaching English in Israeli schools. Because the television programs do exist and they are quite entertaining and useful for the students, they and their workbooks provide an excellent text basis to which centers may prove supplementary. I, myself, experienced this type of teaching method in the Sha'ar Hanegev Primary School last year and found it to be most successful.

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"PROBLEMATIC LEARNERS" IN GRADES 6—9

by *Dolly Rosenberg*, Kfar David Raziel

It is very difficult to outline in this short article how we in Kfar David Raziel work with low-level English language learners, because I do not think of our youngsters in such terms. They are not low-level learners but rather "non-learners". They have never been taught how to learn and it does not matter what the subject is. They have been in school for five years, coming to us in grade six and they can barely read Hebrew, cannot spell the simplest Hebrew word nor express themselves orally without resorting to curses and shouting. We do have a few low-level learners but on the whole the majority are capable of learning

even on a high level, given the proper attention and aspiration. What they lack, which prevents them from learning, is self-esteem, self-confidence and emotional stability. They have been so conditioned to failure in the five years they have been in school that our first task must be to constantly assure them that they do have the ability and are as capable as the next one.

They enter our school barely recognizing a letter. They do understand a few words, mainly objects they use in the classroom, but they cannot relate the written word with the object. Because of the lack of structure and order in their homes, in their personal lives and the uncaring attitude of their parents, they do not know what is expected of them in a classroom situation. They lack learning habits. I am not talking about good learning habits nor bad learning habits but simple habits like how to come to class with the right books, notebooks, pens and pencils and how to sit properly, and most important how to listen. We have four years to teach them all this as well as English. The four grades, six to nine inclusive, are divided into three groups and each group learns according to its own abilities. Our system of teaching has to be a frontal one because they must have a focus of attention and it must be the teacher. Worksheets are a "must" in all the grades and whatever the level because this teaches them to concentrate, to fix their attention on a specific activity and to receive praise and compliments for a job well done. The work sheets must not frustrate them. They need to succeed at once or they will tear the sheet, storm out of the room and even throw a chair in their frustration. We use visual aids, watch the TV programs according to the texts we use, but in general the teaching is regimented and I might add "old-fashioned". I must emphasize that the behavioral patterns of our pupils greatly influence our classroom work. What we emphasize is structure and order. There is a set time for talking, reading and writing. Our objective during these four years is to teach them to read and to understand what they read, and to understand simple conversation. It is in the ninth grade that we see the results, mature pupils who are not afraid to tackle a new story, learn new vocabulary, and express themselves orally. Some of our teachers emphasize more grammar but the grammar is taught within the context of the story. We use the alternative editions of the required texts for each grade but there is no doubt in my mind that our best groups would be capable of learning from the regular editions of the same books. Once they have overcome their basic problems, which I have outlined at the beginning of this article, I can say without hesitation that their attitude toward learning English becomes a positive one. We have a small library of story books to which we are constantly adding and they are very much in circulation and we are now beginning a library of cassettes of simple stories for listening for pleasure and to help slow readers. We are about to introduce the sixth graders to the computer. We have adapted our system to suit the needs of our children and in most cases are satisfied with the results.

7. THE ENGLISH LITERATURE PROGRAMME AND THE RELIGIOUS HIGH SCHOOL

by *Yona Rubin*, Netiv Me'ir

In connection with the problem of teaching the Literature Programme to religious pupils, I would like to start by quoting a "sifra" on the verse: את משפטי תעשו ואת חוקותי תשמרו ללכת בהם (ויקרא 18 : 4) The sifra differentiates between "hukim" and "mishpatim" by saying that the "mishpatim" are: "דברים הכתובים בתורה שאילו לא נכתבו, בדין היה לכתבן ; כגון הגזולות והעריות ושבחדת מוכבים, וקלילת השם, ושפיכות דמים" That is to say, they are the laws written in the Tora which one would understand would be included in any social moral code, whether they were in fact written or not. Examples of such "mishpatim" brought by the "sifra" are: theft, illicit sexual relationships, idol worship, the cursing of G-d's name, and murder. In relation to this "sifra", Rav Shimshon Raphael Hirsch comments that "A general conception of Right, of what Man owes to his fellow men, is planted in the conscience of every uncorrupted human being, and this general consciousness of Right is also the voice of G-d". By stating this, both the "sifra" and the commentators on the "sifra" imply a code of intuitive morality inherent in the consciousness of every human being. The Tora might develop that code, might clarify it, might relate to it from various points of view, but the basic conception of Right is inherent in the individual. If this is true, then inherent knowledge exists, not in the consciousness of the Jew alone, but belongs to every human being, Jew or Gentile. In fact, those "mishpatim" quoted by the "sifra" are all laws applying to "The Children of Noah" (בני נח), in other words to all people inhabiting the Earth. Given this innate consciousness inherent in every human being, we much utilize our intuitive senses to develop it.

Tora, Halacha and Literature

One of the possible ways of developing a sense of innate consciousness for the consideration of the "mishpatim", that is to say the whole body of intuitive morality, and thereby clarifying or bringing examples to the realm of "Halacha", is Literature. Assuming that we are in agreement here with the tenet that states

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(Editor's Note : The following article is in response to a talk given by Rabbi Aretz, in which he put forward a case affirming the dangers of teaching the English Literature Syllabus to pupils in Religious Secondary Schools. The following article was presented as a paper by Yona Rubin, English teacher at Netiv Me'ir Yeshiva Secondary School in Jerusalem to a three-day In-Service Training Course for Jerusalem secondary school teachers, held at the Jerusalem Women's College (HaMichlala LeBanot) in June 1983.)

that at least one of the aims of literature is "to educate or instruct in a pleasing or appealing manner", then the Tora and Literature are coming to grips with similar problems, are examining (albeit in different ways and using different methodologies) Man in relation to self and world.

If we look only at the "mishpatim" which comprise the seven commandments to "The Children of Noah", we can glimpse into the structure of morality inherent in those "mishpatim". Murder and Theft bring into focus Man and his Fellow-Man; "Ayver min haHai", tearing the limbs off animals, develops concepts such as compassion and Man's place in the universe of which he is only a part; "Arayot", sexual restraints and taboos, could signify such themes as indulgence and limits (as in fact all "mishpatim" do); "dinim", courts of law, take the whole concept of social contract into account; and "avoda zara" (idol worship) and "birkat hashem" (the cursing of G-d's name) relate to Man's place in the universe and to questions of the superiority of his being, as well as to obvious religious issues. The whole gamut of literary instruction — relating Man to his psyche, to his social environment, to nature, and to his place in the universe — are these not the very issues that the "mishpatim" side of the Tora address themselves to?

The Literature Programme in Our Schools

We need only correlate the moral structure inherent in the "mishpatim" with the moral interests of literature in order to state that at some philosophical stage the threads of morality intertwine. If this be so — and how can it not be so if we go back to Hirsch's statement of the "general conception of right planted in every human being" — then what problems can there be in teaching literature to the religious pupil? Indeed, the overwhelming majority of literature does correlate the morality inherent in the "mishpatim". Names like Dickens, Jane Austen, George Eliot, Wordsworth, Pope Shakespeare, Sophocles are very often synonymous with moral behavior. How then can literature be dangerous? In fact, the literature that we know and teach in our school system, for the most part, correlates everything that has been stated here. There is no need to go into specific details: even a cursory examination of the items taught exemplify all the moral aspects inherent in literature. Stories such as *"Eveline"*, *"Everything That Rises Must Converge"* and *"I Stand Here Ironing"* examine the psyche of the individual within a social structure; *"All My Sons"* considers murder, the reliability of Man's social structure, the responsibility of Man for Man. In addition to morality and codes of behavior, literature presents concepts of the Universe, describes Man as he is, what he can become, his capabilities and possibilities. We learn to see Man through his greatness as well as through his weakness. The better the literature is, the more developed all these points become. Literature coincides, to some

extent, with the "mishpatim", as we have defined them; and by putting them into a persepctive of the philosophical aspects of Man's being, it sharpens our rational approach to ourselves and to life itself. The different items on our own literature list handle some or many of these philosophical approaches to life.

Literature, of course, is not only moral in its values. But if morality is a kind of cornerstone upon which most, or even all, literature is built, then how can it be in conflict with the aims of the Yeshiva High School or its student body? Indeed, many of the items in the literature programme are praised by the students year after year. *"All My Sons"* is the best example of this. Only a few weeks ago I met a student who graduated six or seven years ago. He asked me if we still taught the play in school and went on to remark that it had made a lasting impression on him. I constantly have the feeling that most students feel his way about this play. But the reason does not lie in the fact that *All My Sons* is considered great literature; it lies rather in the ability of the student to identify with the plight of the characters. The play is close to home. Another item of a different nature appreciated by our students is *"The Road Not Taken"*. Other items in the syllabus, which are not obviously connected to the student's personal everyday experience, are not as appealing. *"Everything That Rises Must Converge"* is considered boring and *"The Standard of Living"* stupid, because the student cannot at first glance see the identification between himself and the characters represented. It is easy enough to make such connections, but by the time he has "learnt" to see those qualities which belong to humanity and himself, it is too late. The general rule seems to be that the more the student, at first glance, sees himself within the framework of the literary item, the more he will appreciate it after it has been "learnt". Perhaps this fact explains the perennial favorites of the students and also explains the reasons why the teacher can predict which stories will not be palatable to the general student body. It should be noted that the strict critical analysis which the student of literature indulges in is not what motivates admiration or contempt on the part of the student. *"All My Sons"* does not appeal on the basis of literary merit. E. A. Robinson's *"Richard Cory"* may not be as good a poem as Emily Dickinson's *"Because I Could Not Stop For Death"*, but the average student would certainly receive it more enthusiastically and have much more to discuss in relation to it.

The Yeshiva High School and Other Schools

Is there any difference between literature taught in a Yeshiva High School and that taught in any other school? My contention is that there is not. With some slight technical reservations, I do not think that I, as a teacher, would handle any item in our literature list differently in any school in which I would present it. Other than the use of various Halachic allusions (and I emphasize that I would

use them sparingly), I see no reason to vary my approach. The moral implications of literature are universal. Why should they be treated differently in a religious classroom? Problems of irony, the use of a minor character, concepts of tragedy, poetic imagery, the generation gap — just to throw out a variety of terms and topics for discussion in an average literature lesson — play the same role in any sophisticated classroom, be it religious or not. Why should the methods and techniques of literature be ignored in the religious classroom? Did our own "mefarshim" (commentators) (להבדיל) not utilize the same techniques as those that we are calling "literary"? Do we not enhance the appreciation that the student can have for Tora and Tora values by the very teaching of non-sacred subjects? It seems clear to me that this is the case. Time is always limited, but we have no choice, in my view, but to teach non-sacred things, and to do it as well as we possibly can. In my view, Tora learning can only be enhanced, never destroyed, by the teaching of sciences, mathematic, language, history and literary technique. Rabbi Aaron Lichtenstein, in an article first published in *Commentator* (April 27, 1961) stated that "Secular studies possess immense intrinsic value insofar as they generally help to develop our spiritual personality. Time and again, they intensify our insight into basic problems of moral and religious thought... The humanities deepen our understanding of man — of his nature, functions and duties." He goes on to say: "Nor should we be deterred by the illusion that we can find all we need within our own tradition. As Arnold insisted, one must seek "the best that has been thought and said in the world". Lichtenstein also states in the same article: "There is "chochma bagoyim" and we ignore it at our loss... There is nothing in our medieval poetry to rival Dante and nothing in our modern literature to compare with Kant, and we would do well to admit it. We have our own genius, and we have bent it to the noblest of pursuits, the development of Tora. But we cannot be expected to do everything."

Years ago, when *"Picnic"* was first introduced into the syllabus, I realized that I could not teach such an item in a Yeshiva High School — but I would probably not teach it in any school in the country; the problem in this poem for me was not only a religious one. I would view *"The Blind Man"*, not on the basis of its greatness as a literary work but as applicable to the sensibilities and understanding of an average school student. I would not attempt to teach many works of literature to high school students, religious or otherwise, and Lawrence's works should be among those to be wary of.

For teachers who do not view the situation as I do, and to accommodate the particular needs and views of each individual teacher, school or classroom, the Ministry of Education and Culture has taken pains, through its policy of decentralization in choosing items on the Literature Programme, to provide enough choice so that no teacher need teach anything offensive to him or his students.

A Literature Programme is compulsory; each particular item in that Programme is in the hands of the individual teacher, subject to approval by the English Inspectorate.

As to handling the material in the classroom, one must utilize the weltanschauung that the pupils are immersed in. Ten different teachers teaching the same literary items to ten different groups will of necessity approach the item through clearly-defined images and associations. To the pupils in a Yeshiva High School, one of the most obvious associations available is Tora and Halachic Judaism. The fact that many literary issues involve questions of morality and Man's place within a framework make Tora allusions all the more relevant.

The Religious Student and the English Classroom

The most interesting and enlightening aspect of teaching literature to religious students is the way in which the religious student in a Yeshiva Tichonit views the English classroom and its function. In his mind it is usually a separate and distinct entity, unrelated to the Jewish and religious aspects of other subjects. He is not particularly interested in anglicizing the familiar world of Tora, Talmud and Israel. He looks to English for general culture, for the outside world and its influences. The general literature program always fascinates him more than any kind of Jewish or religious counterpart we might supply. The teacher who spent part of a lesson each week discussing *Parshat Shavuah* (the Torah reading for that week) in English, was considered to be "stuffing Judaism down throats" by many of the pupils, and the lesson was not considered a successful endeavor by most of the class. Years ago we prepared a book of Jewish stories — called *Our Wide World* after that old standby, *This Wide World* — but somehow, perhaps for technical reasons or the quality of the stories as well, the stories were, for the most part, not accepted enthusiastically. Stories like "The Necklace," "The Monkey's Paw," or "The Enemy" hold more interest for the student. If we found two stories — one containing Jewish content and the other secular (from the student's point of view), my impression after years of teaching is that in the English classroom the student would almost invariably prefer the secular. We chose essays from an anthology of scientific articles, called *Challenge*, for our non-fiction prose requirements this past year. Generally the students were not impressed, although in all fairness, there were various other problems with which the students were confronted and which added to their displeasure. We still try other prose selections in the future, probably containing — in spite of everything — Jewish content but I am not sure they will be welcomed by the students. The old favorites — *"All My Sons," "The Road Not Taken," "Leader of the People"* — are still the old favorites in the religious classroom or the Yeshiva High School as well. If I could be permitted to prophesy the reactions to some

of the works that have been considered (in this teachers' course — Editor), since I have not actively taught most of them, these statements can only be in the form of supposition — I would venture to guess that American-Jewish authors like *Bernard Malamud, Philip Roth,* and *Saul Bellow* will make very little impression on our students. In addition to the views of the English class suggested before, these stories cannot have the same meaning for the Israeli Jew that they do for his counterpart in the Galut unless he is especially sensitive to the qualities of good literature. "*Eli, the Fanatic,*" for example, speaks to the heart and soul of the Jew raised in the Galut. So would Roth's extremely powerful "*The Conversion of the Jews.*" But the feelings of shame of overt Jewish symbols, the true meaning of the Jew in American Christian society is lost on the religious Israeli cloistered in a society where the Jew is not the minority, is not subservient to a Christian society, and is not part of the Galut. Roth's messages can be appreciated for their historical veracity in an attempt to understand and explain the modern American Jew. They cannot grip the soul of our Israeli youth as can the messages of "*All My Sons*" or "*The Enemy*". True, the content is Jewish but the situation is remote. The problem of "*Eli the Fanatic,*" however, is not one of self-hate or antisemitism. A careful reading of the story clarifies that "*Eli the Fanatic*" can be read in a very positive light by the most religious of critics. Even assuming that stories like "*Eli the Fanatic*" are antisemitic, how will the student be able to cope with antisemitism if he is sheltered from views other than his own? One cannot react to an opposing view without first being exposed to it.

Malamud is even further removed from our religious students. In my opinion, he uses Jewish subjects but in a Christianized context. It is sometimes hard for us, as Jews who grew up in the Galut, to realize the extent to which themes such as suffering and brotherhood are based on Christian theology and are almost foreign to the tenets which are emphasized in Judaism. The more that Malamud relates Jewish characters through a Christian framework, the more he would leave our students cold. If I could venture guesses, I would assume that "*Summer's Reading*" would be a much more meaningful experience to my students than "*Angel Levine*". Several students of mine, who have done more extensive reading in *Isaac Bashevitz Singer,* on the other hand, show greater appreciation for his work than they would for the American Jewish authors. Singer's world, although part of another Galut, is more akin to theirs; they can relate to the problems that he poses in a way that they cannot to Roth's or Malamud's. The thought that I would like to conclude with, then, is whether Jewish content is necessarily preferable in our Israeli classrooms. I hope I have implied that the answer is not a definite 'yes'.

8. POETRY AS A COMMUNICATIVE SKILL

by *Miriam B. J. Shachak*, Ort College, Jerusalem

Poetry can be a refreshing and exciting experience if only we approach it openly. From comments supplied by teachers who attended a Hebrew University course, very interesting points come up. I'd like to share my approach combined with their helpful notes.

First of all, poetry is by its nature a means of communication in which the poet expresses his ideas, feelings, thoughts and the like in a specific form, in a poem. The reader, on the other hand, has personal experiences, a set of values, feelings, expectations and pre-suppositions which he brings with him when attempting to read a poem. The way in which the reader "processes", comprehends the text and decodes the written symbol IS the poem. I find it very difficult to tell a pupil how he should feel about a poem and understand it, as long as he is supported by the text, because there is no one way or "right" way. We could and indeed must show him how a poem 'works', how the images, smiles, rhyme and rhythm manifest themselves; drawing his attention to development and change in colours, verbs and adjectives. This is vital in order to gain both the insight and overall understanding of the poem. After supplying these, the "matching up with his own personality" is his own creation; thus making the reading of poetry an artistic performance.

Secondly, poems should be read and re-read keeping in mind an "ever reducing uncertainty" method. This method means in detail taking up one idea, element or development of one word at a time and rereading the poem with that last bit of information added.

Ideas for using poems as a means of communication

At the sentence level: Firstly work in groups of 4–5 participants in every group. Offer every group a last stanza in which lines are all jumbled up. The pupil would be asked to re-arrange that last stanza. Obviously, you hand out a last stanza so as to show the pupil afterwards how added information, that should have come previously, alters his decision. That decision must be reached unanimously by all participants in the group as to the order of the lines.

Secondly, give them a time limit for the above mentioned process to take place. Then hand out the previous stanzas. That necessarily alters their final result and calls for additional negotiation in the group. They must reach a unanimous decision, as before.

Thirdly, find out how the sequence was decided upon; either by noticing punctuation or by attending to meaning.

At the stanza level the same technique can be applied. Notice, though, that deciding the order of stanzas in groups implies different interpretations of the poem.

Teaching the original poem or stanza after the pupils have completed their work is tempting and up to the teacher to decide. Nonetheless, doing so denotes that what the pupils have created is wrong or at least different from what the poet has written. That kind of value judgment would not help pupils create a free, expressive and daring mind. Especially crucial are the first stages of creation when our purpose is to establish a relationship between readers and writers through the latters' words and the images they create. Forwarding the author's answer at a more advanced stage of the pupil's study might serve as another tool, this coming at a stage when their self-reliance has already been assured.

Anyone who likes poetry or teaching or both is confronted with a serious question: How should one go about teaching a poem that he does not like?

Adina, a participant in the course, mentioned an experience in which she had been teaching an essay for some time when she asked their pupils if they could feel she was not enthusiastic about it. Their answer developed into a workshop in which they tried to convince her that the essay was a good one. The same can be done with various kinds of texts including poetry. Notice, though, that Adina waited and taught the text before giving them her opinion. This enabled them to form an opinion of their own before learning hers.

To sum up, I would like to show you how exciting and thought-provoking teaching poetry can be. A surprising poem was created during a session with Harold Fish of the British Council. This poem was written by teachers who followed a simple instruction: "Write a line about loneliness on a slip of paper. Don't write your name and don't mention the word loneliness itself". After the decided-upon time-limit was over Mr. Fish collected these slips, mixed them and handed them back to the three groups of four members each. This division was pre-determined because you normally have four lines in every stanza. The new assignment now was to create a stanza using the four sentences they now had. The final outcome surprised all.

LONELINESS

Clock ticking, fire dying, rain on the window
No love, darkness and terrible silence
On a scale model, each ship is a million miles away from any other
Away from all, near the awesome, grey sea.

He's not here
Even the wind is silent
Being in a crowd could be as miserable as being by yourself.

Not one of the crowd nor one of myself I drift in solutude.

So many people.
Sad, listless, black feeling.
Being alone in a darkened room.
A room full of people, but not one to talk to.

9. WRITTEN REFORMULATION AS A SOURCE OF INPUT FOR LEARNERS

by *Andrew D. Cohen*, The Hebrew University of Jerusalem

Introduction

Foreign-language teachers typically have a stack of essays to correct at one time. To do just a thorough edit — not a rewrite — of every paper would be a monumental task. So, teachers usually content themselves with being selective — singling out a few of the more conspicuous rethorical, lexical, and grammatical problems. It is probably fair to say that teachers rarely write entire sentences over, but rather provide comments here or there. Thus, in reality students are only getting partial feedback as to what would make their writing more native-like on any given draft of an essay. For example, language teachers most likely do not have or take the time to suggest alternatives for some, if not many, of the student's inappropriate lexical choices. For one thing, imprecise vocabulary may sound acceptable in the context of other imprecise vocabulary. Students are then often encouraged to rewrite these partially-corrected essays at home, incorporating the suggested changes.

The question that comes to my mind is whether a student's essay, even after multiple edits incorporating a particular configuration of teacher and peer feedback, would constitute the way that such an essay would look if a native were to write it. Perhaps we do not envision mastery as a realistic goal for nonnative writers, and so our approaches to feedback on written work have reflected more modest goals. Yet it may be healthy, nonetheless, to consider techniques for bringing our students — particulary the more advanced ones — closer to mastery.

In the light of these considerations, it seems to me that something is missing regarding feedback of written work. My colleague at the Hebrew University, Professor Levenston, put me on to the "reformulation" technique as an important complement to the typical form of analysis that characterizes the feedback learners usually receive with respect to their written work (see Levenston's article in the *English Teachers' Journal*, December, 1983, and Levenston 1978).

Levenston took an essay written in English by an eleventh-grade Israeli student, and demonstrated how, even after surface errors were eliminated, the essay was still in need of revision of the kind often suggested by teachers of native-language composition — revision regarding problems such as lexical inadequacy, syntactic blending (two separate ideas in one syntactic construction), conceptual confusion, rhetorical deviance, and ambiguity. Levenston proposed that we distinguish a first stage aimed at removing "goofs", from a further stage of *reformulation* aimed at improving the style and clarity of thought. But he stopped short of proposing that such a technique be utilized in the foreign language classroom. He asked, "... what foreign language teacher has time for such detailed treatment, much of which should be handled in the first-language classroom?" (Levenston 1978:11).

In this article, I will describe the technique as I have adapted it from Levenston, give an example of what the technique actually looks like, and then discuss some of its limitations.

Reformulation

First, the learners write a relatively short composition (300–400 words in length). Then, the teacher provides feedback on the draft composition, so that it better approximates the target language. Ideally, they do this with the learners' input as to what they meant to write, if there is time for individual meetings. Teachers are asked to provide feedback in their usual way — whether by simply indicating the presence or specific location of errors or by giving clues or examples of how students could correct their errors (see Hendrickson 1980).

Then the learners are requested to submit a revised draft of the essay to a native speaker to be *reformulated*. What this means is that the native speaker is to rewrite the very same essay without changing content, but to reformulate it from beginning to end so that it sounds as native-like as possible. In other words, the natives do not simply rewrite a sentence or two, but actually rethink the essay so that it reflects their style — their approach to expressing those ideas. Preferably the reformulator should be the classroom teacher, but if not the learners can find their own reformulator from among their circle of friends and acquaintances. I realize that in certain parts of Israel it may not be so easy to find native English writers, but the search itself can be an experience in foreign language use!

The reason for having natives reformulate what the nonnatives write is that in this way the nonnatives are able to feel that the essay is still *theirs*, even though it is reformulated. Consequently, the nonnatives' motivation to analyze the way in which the natives write up the same ideas will probably be greater than, say, their motivation to analyze the way a published source might write about the same topic. This motivation may be even greater if the reformulation comes from a native-speaking *peer* (e.g., a fellow-student) rather than from a teacher.

Once the reformulation has been completed, or perhaps while it is going on, the nonnatives compare their carefully revised version with this reformulation. Ideally, the reformulator or another native provides assistance in this task. The way I suggest conducting this comparison is by making several passes through the essay, each time focussing on a different aspect of the writing. Separate passes could be made for each of the following:

1. *Selection of vocabulary* — How does the native's and the nonnative's choice of lexical items and phrases compare? For example, does the native use more precise words, more concise phrases, and more/less formal words?
2. *Choice and ordering of syntactic structures* — For example, does the native alter or replace syntactic structures, and if so, what is used in place of them? When does the native use more complex or less complex sentences to convey the same meaning?
3. *Markers of cohesion* — In what ways does the native writer link together the different ideas to form a text (i.e., within sentences, and across sentences and paragraphs)? Such links are established by means of grammatical forms such as conjunctions (for combining ideas, contrasting them, and for indicating causality), pronouns (personal and demonstrative), and lexical items (e.g., repetition of the same word or use of synonyms).
4. *Discourse functions* — If the essay includes functions such as categorizing, defining, hypothesizing, or questioning, does the native realize these discourse functions in a different way from the nonnative?

An Example

We will now look at a paragraph from a Hebrew-speaking high school student who was an intermediate learner of English as a foreign language. The paragraph is taken from an essay on the subject "television". Here is the example in the original version:

> The TV is important in our life. In our free time we looked at TV program. The TV is served us at a lot of subjects. The little box showes us the new in every day. It learn us geographi English and all the lecon of school. Sometime we look at a good movie at the TV or discussion with important people.

In this case, the teacher had the learner explain orally, in his native language, what he had meant to say, as a way to determine appropriate corrections. The resulting version looked as follows:

> TV is important in our lives. In our free time we look at TV programs. TV offers us programs about a lot of subjects. This little box shows us the news every day. It teaches us geography, English, and all the other school

subjects. Sometimes we look at a good movie on TV or a discussion with important people.

The corrected version no longer has glaring errors in verb forms ("looked", "is served", "it learn us"), article use ("the TV", "the lecon of school"), prepositions ("at a lot of subjects", "in every day", "look at a good movie at the TV"), vocabulary ("served us", "learn us", "the lecon of school"), cohesion ("*this* little box" instead of "the little box"), spelling, and punctuation.

However, the paragraph still does not sound very nativelike. Now that the surface mistakes are cleaned up, we begin to notice that the style is somewhat awkward. The vocabulary is not quite right, and the sentences are short and not totally tied to one another. Further exploring of the possibilities of feedback beyond this corrective level is clearly required. As said before, although such feedback is possible, it is not usually offered. Let us now take a look at this paragraph after reformulation.

> TV plays an important role in our lives. We spend much of our free time watching TV programs, partly because TV provides us such a variety of different types of programs. This little box brings us the news every day. It also teaches us geography, English, and other school subjects. From time to time we can even enjoy a good movie or watch an interview with important people.

In the reformulated version, we can observe refinements in vocabulary use: "important role" for "important" (to be more explicit), "provide" instead of "served"/"offer", "a variety of different types of programs" instead of "a lot of subjects", "brings us" for "shows", and "watch" for "look at". Some of these changes are not necessarily improvements, but they are stylistic differences. This in itself can be interesting for the learner to see — that there is more than one way to say the same thing.

There are changes both in vocabulary and syntax, like "We spend much of our free times watching..." for "In our free time we looked at". We notice that sentences two and three were joined together by means of "partly because", to provide more of a cohesive link between the two ideas. In the last two sentences we note the use of "also" and "even" respectively, to provide ties between those sentences and the preceding ones in the paragraph. It is possible that the corrected version, before reformulating, was lacking such cohesive ties because the person doing the correcting was focusing at surface errors at the sentence level. We could ask whether a teacher usually makes several passes through an essay while correcting. If there is a stack of papers to correct, the chances are that the teacher would only go through the essay once.

Discussion

My experience with reformulation suggests that the payoff to nonnative students can be substantial. The reformulation approach may call dramatically into focus areas that the nonnative was unaware of. Rather than just dealing with successive edits of their writing, students now have the opportunity to see where they are in relation to where they would be if they wrote natively. It may point up major deviations from native-like writing in the writing of nonnative students — deviations which, if overlooked, could well lead to significant "fossilization". The value is not just in seeing the distinction between themselves and mastery, but also in determining areas which they way wish to focus on. My experience has also shown, however, that the majority of nonnatives may wish to do the composition analysis with the assistance of a native. Whereas some learners have the motivation and "monitoring" ability to do the comparison on their own, others need more guidance.

Studies to date (Cohen 1983a, 1983b) seem to underscore the advisability of utilizing this technique with students at the intermediate levels and above. In fact, it may have its greatest impact among advanced students who really are trying to perfect their foreign-language writing skills, particularly in some area of language for special purposes.

As with any technique, there are problems. For instance, what if the nonnatives are weak writers in their native language? This factor may prevent them from deriving full benefit from such a technique. Also, does it matter if the reformulators are not good writers? It could be argued that their being native writers at least gives the nonnatives exposure to one of the ways a native could do it.

Furthermore, there is a clear advantage in having the nonnative engage the reformulator or the teacher/tutor in a dialogue regarding the comparison between the revised version and the reformulation. There will surely be instances in which the nonnative will want to explain or justify the use of forms that were replaced in the reformulation. There will also be instances in which attention might be called to forms in the *native* version which are actually inappropriate (as in the case described above) — though our experience is that there are not too many of these cases. It may be that discussion could be conducted in class in small groups of nonnative students, with the occasional assistance of the teacher.

In addition, can we really expect nonnatives to gain mastery of, say, lexical phrasing so that they could come up with the turns of phrase found in the reformulation presented above? Perhaps we cannot expect that of even the most advanced nonnative writers, but we can at least provide them with an opportunity to see what mastery might look like.

In conclusion, I see exposure to the reformulation technique as only one modest

means of achieving greater mastery of writing in a foreign language. There is no doubt that nonnative learners can also benefit greatly from exposure to the written work of natives writing about their own ideas — both with regard to the *form* of the message as well as its *content*. In fact, one method of teaching EFL composition to adults calls for learners to first analyze native writings by means of criteria that they later use to analyze and edit their own writings (Anderson 1981). The reason that this reformulation technique is attractive to me is that it has the potential for dramatic results — for stirring up some real interest in native-like writing among nonnative writers.

(Note : Portions of this article appeared in "Reformulating ESL Compositions", TESOL NEWSLETTER, 1983, 17(6), 1, 4–5.)

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10. SECONDARY SCHOOL ENGLISH TEACHERS : A STATISTICAL SURVEY

by *Irene Afek*, Ministry of Education, Secondary Education Committee

During the school year 1982–1983 a survey was taken of all the secondary schools throughout the country. The survey was initiated by the Secondary Education Committee of the Pedagogical Secretariat and was designed to collect data concerning the teaching population. The data was collected as part of a greater survey which was conducted in order to determine the Ministry's participation in each school's budget. The Secondary Education Committee in cooperation with the Data Processing Department has processed and analyzed the data and we have found the material interesting and important. (Note: The information supplied came directly from the school and not the individual teacher.)

The Survey: Every Secondary School (grades 9–12 and 10–12) received a questionnaire. The school response rate was 80%. The questionnaire included questions regarding each individual teacher's educational background, subjects taught, teaching experience, license status, age, etc.

Findings: A total of 18,209 teachers were recorded (63.4% State Schools, 25% State-Religious, 3.9% Independent, 7.7% Arab Education). More specifically, there were 1834 English teachers, 1760 (96%) of whom teach only English, while 74 teach another subject as well. The national average as pertains to number of subjects taught is as follows: 76% ... one subject, 19% — two subjects, 5% — three subjects.

The English teachers as a group are the largest of all groups and are 9.7% of all the teaching force nationally. 82% of this group have some sort of academic background (there is no information available concerning specific educational background, but it is assumed that most English teachers have academic training in English).

TABLE 1: SECONDARY SCHOOL TEACHERS ACCORDING TO SALARY GRADE AND LICENSE STATUS (Percentages)

Salary Grade	Ph.D.	M.A.	B.A.	mid academic	senior teacher	qualified teacher	vocational instructor	instructor unqualified
100%	1.4%	15.4%	43.6%	2.4%	8.1%	19.4%	6.5%	3.2%
		60.4%						
License Status	permanent		temporary	special		none		
100%	60%		13%	4%		23%		

TABLE 2: ENGLISH TEACHERS BY SUPERVISION AND SALARY GRADE

Total	Ph.D.	M.A.	B.A.	mid academic	senior teacher	qualified teacher	vocational instructor	unqualified instructor
Total								
1760	18	379	1047	29	59	220	3	4
State								
1125	11	269	694	23	23	100	1	3
State – Religious								
421	7	92	237	3	22	59	—	1
Independent								
63	—	2	12	1	2	44	2	—
Arab Education								
151	—	16	104	2	12	17	—	—

TABLE 2A : PERCENTAGES OF ACADEMICALLY TRAINED ENGLISH TAECHERS BY SUPERVISION

Total	82%
State	86%
State – Religious	79%
Independent	22%
Arab Education	79%

TABLE 3 : ENGLISH TEACHERS BY SUPERVISION AND LICENSE GRADE

	permanent	temporary	special	none	total
Total	1180	238	34	308	1760
State	817	152	21	135	1125
State – Religious	278	47	8	88	421
Independent	27	6	3	27	63
Arab Education	58	33	2	58	151

TABLE 3A : PERCENTAGE OF LICENSED AND UNLICENSED ENGLISH TEACHERS BY SUPERVISION

	licensed	unlicensed
Total	82.5%	17.5%
State	88.0%	12.0%
State – Religious	79.1%	20.9%
Independent	57.1%	42.9%
Arab Education	61.6%	38.4%

Summary: According to the national average, only 60.4% of all secondary school teachers hold an academic degree (salary grade is used as the basis for this statement) whereas 82% of the English teachers have an academic salary grade. English teachers are certainly above the national average as a group but attention should be given to differences between types of supervision (State 86%, State-Religious 79%, Independent 22%, Arab Education 79%).

The English teachers' average unlicensed status (17.5%) is lower than the national average (23%) and it is consistent with most other academic subjects taught in the secondary schools. What is important here to note is the range of

percentages of unlicensed teachers in each supervision group (State 12%. State-Religious 20.9%. Independent 42.9%. Arab Education 38.4%).

All of the data collected is available to the school inspectors. The data which has been compiled has already been distributed in the form of lists to the District Inspectors as well as the Chief Inspectors. These materials can be used as a source for planning in-service training, to locate those teachers without proper certification, to evaluate a specific school in terms of their teaching staff, etc.

Looking at the English teachers, we find a group which certainly can be regarded as one of the most qualified groups of teachers within the system. But there are great differences within supervisory categories, as well as geographic differences. Hopefully the tendency of this group will continue in the direction which it has taken. We intend to collect similar data annually and thereby we will be able to closely follow the status of the general secondary school teaching population.

11. ORGANIZING AN ENGLISH CENTER

by *Ruth Paz* and *Hanna Giv'on*, Ramot Hefer

What is the purpose of an English Center — or Sadna — as the pupils call it?

It is a place where all English material is found — for pupils as well as for teachers. Pupils as well as teachers have easy access to this material.

Who is the 'Sadna' for?

For pupils who are either above the level of the class — (native speakers, or pupils who were abroad with their emissary parents) — or for weak learners who find it difficult to cope with the material learned in the mother class.

We have an individual system which enables pupils who find it difficult to cope with the material and have difficulties with discipline in their class, to function and have a sense of achievement.

Tha Sadna is also for the English staff, for meetings, for reference books and other teaching aids, such as: a typewriter, a taperecorder, games, etc. The Sadna is only for individuals or small groups of about ten pupils. Each pupil gets his (her) assignment and works individually, or within the small group. A teacher of English is always present.

How does it work?

Each teacher submits his application for the pupils he (she) thinks should come to the Sadna. Then a schedule is formed accordingly. Each teacher of the English department spends his (her) free lessons in the Sadna and helps whoever needs

help with his (her) assignment. The assignments are corrected by the teacher present on that day. In this way most of the hours are covered during the day. Each pupil has his (her) folder wherein the assignments are kept. Only English is spoken in the Sadna.

The Sadna is closed in the afternoon.

The Sadna is divided into learning corners.

A Reading Corner: where graded books for extensive reading are found.

A corner for individual assignments: where puzzles, riddles, poems, magazines and various exercises are kept.

A worksheet files corner: where all the material, worked out and typed by all the teachers is classified into grades.

There is a catalogue in which all the worksheets are classified according to their topics and grades. In the catalogue every sheet has both the number of copies for use and the number of file where it can be found. A teacher who takes out a certain number of worksheets should note down the number of sheets left in the file so that it is up to date. The stencils of the worksheets are numbered and kept in the stencil room of the school, so that when needed we can ask the person in charge to re-stencil them.

A Listening Corner:

The Sadna is equipped with a taperecorder with a listening kit, cassettes on which listening comprehension passages are taped. The listening kit contains a few earphones so that a number of pupils can listen simultaneously to the same passage and also work together.

Division of tasks among the English staff:

Each teacher shares the various tasks needed in the routine work of the Sadna.

There is a teacher who is in charge of filing the worksheets (new material as well as retyped ones). Another is in charge of typing new material, someone else of retyping the material we ran out, and someone who is in charge of the books and the equipment.

The room itself is cosily furnished and *does not look* like a regular classroom. This was done in order to give the learner a different, freer and more intimate atmosphere. And indeed it attracts many pupils.

Last but not least. The Sadna keeps us (the English staff) socially together and it gives us a good and creative feeling.

Teachers who would like to visit our Sadna are cordially invited.

Please phone us before you come so that we can fix the day and hour convenient for you and us (Kibbutz Maabarot, 053-28601).

The Sadna is closed on Fridays.

12. NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

PROPOSAL FOR A NEW TELEVISION SERIES FOR GRADES 4—6

by *Sionah Kronfeld, Dvora Ben-Meir, Sheila Been*

This projected new programme will replace DAN AND EDNA and HERE WE ARE, but will retain NEIGHBOURS. The planning method behind the new series is based on current thinking and research about the processes of foreign language learning and on ongoing practice in many countries, including Israel. Thus, theory, research and classroom experience over the past few years have all contributed to developing a new approach both in the writing of syllabuses and in classroom pedagogical practice. As a result, some of the principles underlying this proposal for a new Television series will be different from the principles which have hitherto motivated Television series in Israel for this age-group; in other cases, the "earlier" principles will continue to be valid but will be modified, with different emphases and sequencing. The Instructional Television Centre English team are confident that through this new series, to be based on the principles outlined below, most pupils in the educational system (i.e. those in "socially-disadvantaged" schools as well as those in "established" schools) will attain the standard of English determined by the official English Syllabus of the Ministry of Education as the entry level for Grade 7.

A Modular Series

1. The series will be modular, in order to serve both those classes that begin English in Grade 4 and also those that begin in Grade 5, classes that learn two hours per week and those that learn three or more, and also those classes classified as "B" or "C" Streams, in "established" and in "socially-disadvantaged" schools.
2. This modular series will consist of four "UNITS", in each of which there will be a number of telecasts (the exact number has not yet been determined):
   Unit A — first stage of learning (Grade 4 or 5) = each telecast 10 minutes;
   Unit B — preparation for "Neighbours" = each telecast 15 minutes long;
   Unit C — "Neighbours" (existing series) = each telecast 20 minutes long;
   Unit D — new TV series which will bring pupils up to the level required for the end of Grade 6 = each telecast 20 minutes long.
3. This modular organization will enable every teacher to select both the number of telecasts for each Unit to be viewed by pupils and also the auxiliary material accompanying the telecasts — in accordance with the needs of his/her class.

4. In view of the fact that the series is modular, in order to serve varied pupil populations, it will not be graded and structured, as previous series have been. Every telecast in a Unit will be an independent learning Unit ; in other words, within each Unit there will be no "sequencing of viewing" for the telecasts.

5. However, English studies throughout the programme as a whole will be systematic, even though it is not based on a strict grammatical grading. At the same time, it must be made clear that a pupil who has successfully completed the series will be able to use correctly the grammatical patterns specified in the English Syllabus for the end of Grade 6.

Pedagogical Principles

1. This new programme will constitute a preparatory course for English studies in Grade 7. It is also designed to create a relaxed and enjoyable atmosphere of study, which will remove feelings of pressure and anxiety, feelings which often prevent a learner from exploiting to the full his intellectual potential. An enjoyable and motivating TV series, accompanied by enjoyable and motivating auxiliary material, will reinforce the pupil's self-confidence and so improve his self-image.

2. The study materials and the skills taught will all be meaningful for the learner and relevant to his/her needs and interests.

3. The language content of the series will form a repertoire of useful expressions (words, phrases, sentences) in the form of songs, monologues, role-playing, conversation and games, all within a fairly wide grammatical inventory ; the sum total of this language content will meet the requirements of the English Syllabus of the Ministry of Education and Culture for Grades 5 and 6 and will serve basic communicative needs.

4. The main emphasis of study will be on expanding vocabulary. Grammatical structures will, in principle, be acquired by the learner in t he form of lexical items rather than as drilled patterns or as deductive explanations of rules.

5. Each telecast will focus on everyday situations, on human relationships, and on universally appropriate educational and cultural values. As the learner progresses in his acquisition of language skills and in his/her mastery of vocabulary and grammar, the content of the telecasts will focus more and more on topics connected with these educational and cultural values. Experience in the field has led to the conclusion that telecasts based on these principles retain their appeal whatever the methods and techniques of teaching.

Aims of Study

1. In Units A and B, the series will endeavour to teach about 600 lexical items (words, phrases and sentences) for everyday use, by means of conversation, role-playing, songs, games, etc. The aim of Units C and D is to reinforce the lexical items taught in Units A and B and in addition to teach a further 600 new lexical items.
2. The series will teach and develop the skill of LISTENING COMPREHENSION through various activities, including carrying out instructions (maps etc.), Listen and Do (drawing pictures etc.), identify the picture, listen to a song (or a spoken text) and understand its contents.
3. The series will likewise teach and develop the SPEECH skills. Topics for speech work (oral production) will include: personal identification, the immediate surroundings of the learner, the manipulation of a given dialogue to different situations, the recitation of songs and poems, reading aloud (usually choral reading but occasionally by individual pupils who wish to read aloud).
4. The series will teach the READING and WRITING skills, which will, however, not be begun until Unit B — a rich initial oral vocabulary will facilitate learning the Reading and Writing skills. Pupils will learn Reading and Writing simultaneously.

Accompanying Materials: print, audio-cassette, computer

Unit A: cassette, worksheets, pictures
Unit B: Pre-Reader and Reader, worksheets, cassette, flashcards, pictures
Unit C: retention of NEIGHBOURS textbooks, cassette, worksheets, work-cards for individualized instruction, computer programs
Unit D: textbook/Reader, worksheets and cassette, work-cards for individualized instruction, computer programs.

The Contribution of this Programme to Primary Education

The situation in schools today is such that many of the teachers teaching English in Grades 4–6 are "Homeroom Teachers" (general classroom teachers) teaching all or most of the subjects in the curriculum who have not specialized in the teaching of English as a foreign language and/or speak English which is not of the highest standard.

In these circumstances, this proposed series is likely to be of great assistance to these teachers: the content of the telecasts will provide them with material which would otherwise be beyond their reach (songs, language games, etc.), while the presentation of the material in the telecast will serve them as a model for

classroom teaching. Similarly, the voices of the actors in the telecasts will be acceptable models for the pronunciation of pupils and teachers alike.

At the same time, specialist teachers of English in the Primary School, to whom some or all of the above remarks do not apply, will also find this programme educationally, linguistically and methodologically appropriate, which will introduce the new and/or modified approach mentioned at the beginning of this article and which will help solve the problems of "Beginners' English", as discussed earlier in this article.

New Telecasts for Grade Eight

Some of the telecasts (and the accompanying written material) of the Grade 8 series are to be replaced by others which are considered to be more appropriate to new "generations" of viewers and to be more in line with more up-to-date linguistic and pedagogic thinking. More details will be published in the next issue of the JOURNAL.

13. A SHORT HISTORICAL SURVEY OF FOREIGN LANGUAGE TEACHING OR "THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME"

by *Rivka Kressel*, Ministry of Education

Lately FL teachers have been told that the only approach to teaching is that of communication, just as their older colleagues were told that it had to be the 'structured' approach or that the 'direct method' was the one and only way to teach a foreign language.

Experienced teachers know that they have to be eclectic and the approach to language teaching depends first and foremost on the learners and their needs and goals.

To become wholly aware that we 'have been there before', it is worthwhile having a look at the FL approaches that have been praised and later abandoned in the last hundred years.

Up to the end of the 19th century the teaching of modern languages was influenced by the approaches used in the teaching of classical or so-called "dead" languages. By the end of the 19th century methodologists and linguists started demanding changes in the approach to modern language teaching. They pointed out that the aims and goals of the learner of a modern language differed widely from those of the student of classical languages.

Vietor (1882) stated that the methods used for the teaching of classical Latin, Greek or Hebrew neither would nor could produce speakers of modern languages. Vietor was aware of the importance of phonetics in modern language teaching. He dedicated his book "Die Methodik des Neusprachlichen Unterrichts" to the phonetician Sweet, whose statement concerning the teaching of modern languages was inscribed on the flyleaf:

> "If the unfortunate way in which we teach modern languages is ever to be rectified, it will be because of basic teaching of pronunciation of our own language. Nowadays schools fail to stress these things altogether."

In 1887 Gouin wrote a textbook using this new approach. Gouin reports in one of his articles how he happened to decide on the approach: he watched his own little son at play. The little boy pretended to be a miller. He 'carried sacks of flour' 'handed them to the miller', 'had the corn ground' and so forth. Gouin decided to create "situational texts", made up of short, meaningful sentences, all built around a situation. In this way he wrote five sets of textbooks, each containing about five hundred short topics.

Many FL teachers thought that those were daring and even dangerous ideas and one may assume that pupils, parents and publishers thought them to be ultra-modern, but in fact those selfsame ideas had been expressed and transferred into active teaching *several centuries earlier.*

In *1658* Amos Comenius published his textbook for the teaching of Latin. Comenius was an excellent methodologist and pedagogue, who demanded that study materials should be vivid and lively, since in this way children learn more easily and retain better what they have learned.

In his textbook Comenius taught words in meaningful sentences, which were part of a story. Pictures accompanying these stories illustrated the meaning of the subject and the single words, because each picture bore a number. It is strange and hard to understand, how, after having had the advice of a "modern methodologist" in the 17th century, language teachers reverted to the 'grammar translation method' for more than two hundred years. There is no possibility of telling how far Gouin was influenced by Comenius.

Buchanan and McPhee (1928) report the changes in FL teaching that swept across Europe at the beginning of the 20th century. The use of the 'direct method' was both praised and attacked. It seems that even though teachers sought a different approach to FLT, most of them regarded the 'direct' and 'natural' approach as unsuitable for the average student, class or teacher. Teachers felt that this language approach demanded too much of teachers, while it tended to be beyond the ability of the average student, because it created fatigue and made students restless and rebellious.

Many teachers sought compromises. They spoke to the pupils in the foreign

language, when telling stories or showing pictures, but tended to explain grammar points or difficult words in the pupils' mother tongue.

Mallison points out that these compromises were the first step towards the regression to oldfashioned FL methods: as soon as the average teacher felt free once more to teach formal grammar and use the learners' language while teaching the foreign language, the new approach was forgotten. Many new and inexperienced teachers returned to the 'grammar-translation' method out of sheer helplessness.

The Coleman Report, which was published in the U.S.A. in 1929, points out that the choice of *aim* should guide the choice of *teaching method* to be adopted: if students are supposed to gain the ability to use the spoken language, an oral approach should be chosen; if what is desired is the ability to use the FL to gain information from sources written in the FL, a 'reading approach' is likely to get the best results etc.

The committee stated their belief that less-able students gained most from a reading approach and this was adopted by many schools. The reading method was also used in the schools of "Erets Israel" and many a learner is still able to recite the stories taught at the time.

During World War II the American army was in need of speakers of foreign languages. Special study material was prepared and students were trained to comprehend and speak without trying to translate. These study courses were very intensive and drilling went on for hours on end.

This method, later called the "Oral Method", the "Audio-Lingual" method or the "Structural Method", proved useful in a military setting, in which discipline was coupled with very strong motivation. In regular schools the results were less dramatic. When applied in schools in which learners were neither very talented nor very motivated, the approach brought at best minimal results.

In the seventies this "Structural Method" was "the" method and children were once more taught basic reading, while very little attention was given to the learning of vocabulary.

So now we are back, once more, but wise teachers will inform themselves, concerning all innovations and use them where and whenever appropriate, while keeping the goals of their students in mind.

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14. LETTERS TO THE EDITOR

ENGLISH TEACHING GUIDANCE AND ENGLISH TEACHERS' JOURNAL

Sir,

I would like you to know that although I had been informed that the E.T.G. would be discontinued "for financial reasons", I had no idea it would be officially "incorporated" into the E.T.J. Having been the initiator and long-time editor of the E.T.G., I find this strange, to say the least. The Editorial of the JOURNAL, 29 mentions "the special style and practical articles" of the E.T.G., but ignores the spirit in which it was written — the emphasis on the educational implications of the work of the English teacher. We believe that it was this aspect that made it different from the other journals. The limited distribution of the E.T.G. mentioned in the Editorial, was decided on by the Ministry and permission to sell it (like the JOURNAL) was not granted. The above comments may be of interest to the readers of the "late" E.T.G., and I leave it to the Editorial Board to decide whether there is a place for them in the next issue of the JOURNAL.

Hana Raz, Kfar Ruppin

(*Reply from the Editorial Board*: The final decision to discontinue the E.T.G. was not only taken for financial considerations. It was also the feeling of the Publications Committee of the Ministry of Education and Culture that both the "practical approach and the educational emphases" which permeated the contents of the E.T.G. in the past should be incorporated into the JOURNAL and thereby ensure a much wider distribution. A special letter was sent to all schools in the Rural Education Department of the Ministry of Education and Culture (under whose auspices the E.T.G. was published and to whose teachers it was distributed) as well as to Hana Raz herself together with a personal letter of appreciation for her devoted work as Editor for so many years. We understand that she did not receive these letters, possibly because she was abroad at the time they were sent. It should be made clear that the decision was taken with the full agreement of the Secretariat of the Rural Education Department.

It is the intention of the Editorial Board of the JOURNAL to include, as far as possible, articles which are written in the "spirit" so aptly defined by Hana Raz above.)

TEXTBOOKS FULL OF MISTAKES!

Sir,

As a new, native-English-speaking teacher I was profoundly shocked and disappointed that the English textbook used in our school and published in Israel by an apparently veteran and successful English teacher should be so full of

mistakes in English, as well as being, in my view, uneducational in content. I refer to the textbook *LANGUAGE EXERCISES* by Lea Kirshenberg.

On page after page there are mistakes in English or exercises that, even if mechanically correct, create contextually meaningless sentences: for example (page 2) turning the sentence "We hope everything will turn out well" into the negative (exercise 3) will create a semantically undesired sentence. A similar negative transformation exercise occurs on page 7 where the student is required to change into the negative "I saw a terrible accident yesterday" — what kind of context requires "I did not see a terrible accident yesterday"? Throughout the book the writer uses the word "wounded" to mean "hurt" (context of accidents) and does not seem aware that the word "wounded" refers to wars rather than to accidents. Another example of unidiomatic English occurs on page 18 — (the children) "have ignored my words so far". The most glaring errors in English occur on pages 40 and 45 where the wrong rules are given for "UNLESS", and so impossible sentences result when the pupil performs the exercise.

Even the exercises on the Present Perfect Simple and Continuous are unsatisfactory, in my opinion (page 11): exercise 4 contains two examples of the Present Perfect Continuous (including one with "live" which could just as well have been in Present Perfect), two with the Present Perfect itself (but using stative verbs which in any case never occur in the Present Perfect Continuous), one with the verb "stop" (hardly ever occurring in the Present Perfect Continuous), and one with "just" (where no contrast is possible with the Continuous). In the whole section given over to the Present Perfect there is hardly any drill of the main use of this tense ("current relevance of a past event" — Ministry of Education English Curriculum) and no real contrasts with other tenses.

It is almost needless to add that in the pages dealing with Relative Clauses (page 193 etc.), no distinction is made between Defining and Non-Defining clauses; furthermore, the writer does not drill the relative "THAT".

As for the educational content, most of the passages are adult in context: a beauty parlour, travelling in Europe, selling property, cooking for her husband, employment problems and especially crimes. Only towards the end of the book are there any Israeli or youth themes. On page 33 (Exercise 4) we have students leaving Israel for the U.S.A. An Israeli textbook, in other words, is encouraging people to leave Israel, especially as the exercise says "I agree that she is doing the right thing" by going abroad for her studies. On page 40 there is the sentence "If I were younger, I would join the army immediately". This is meaningless in an Israeli school context and was presumably "borrowed" from a textbook published abroad. Again, we have on page 47 "Suppose you (win) a million dollars". The writer does not even bother to adapt her "borrowed" material to the local scene.

Even the punctuation is unEnglish (use of commas after the verb on page 153 and elsewhere)! Finally, some of the phrases are so obviously translated: page 163 "a cooking book", page 161 "stand the temptation", page 188 "her face was filled with enjoyment", page 190 "the musical critic", page 22 "arrived to", page 65 "celebrate sympathy", page 87 and 129 "the police has".

Another book by this writer "READING COMPREHENSION PASSAGES", also meant for Grades 11 and 12, also contains incorrect English and unsuitable contexts. Why are these books allowed in schools?

Lewis Cohen, Tel Aviv

(Editors' Note: *neither of these books is on the Approved Textbook List for schools. The author states that revised editions of these books are being prepared.*)

"COMMUNICATING IN ENGLISH" SERIES

Sir,

In using the three Kernerman books — *Communicating in English* — a number of difficulties have arisen. Although they are by and large competent productions, we, the English teachers at Beit Hinukh Municipal High School (Ironi Gimmel) in Jerusalem, have found it necessary to point out some of the drawbacks in them.

Communicating in English, 1, by Joe Lison, tends to oversimplify the literary material it presents. Furthermore, one feels that the use of translations into Hebrew and Arabic should not be available to pupils in the 10th grade, as they should be learning to use an English-English dictionary by this stage.

Communicating in English, 2, by Shlomo Kernerman, seems to be satisfactory for the 11th grade and valuable in that it requires pupils to use English productively in answering open-ended questions and in paraphrasing reading materials in their own words. While the grammar material covered is comprehensive and contextualized, the reading comprehension work is sometimes rather difficult and the above passages appear to be too difficult lexically. Nevertheless, we wish to reserve final judgment of the book until a later date.

Communicating in English, 3, also by Shlomo Kernerman, seems to have overshot the mark. A great deal of the reading comprehension material is far too erudite for the average high school pupil, as well as many of the above-average pupils. Although interesting to the well-educated English teacher, one finds that much of the material goes far beyond the general range of knowledge of the Israeli high school pupil and consequently causes problems in teaching the material.

Furthermore, there are a number of mistakes in the Teacher's Book — answers given as coming from texts in the pupil's book are nonexistent — and various

language exercises are not appropriate (The Teacher's Book avoids the problems by giving answers which are technically incorrect.).

Finally, we would like to make a general comment concerning the Listening Comprehension material and the accompanying tapes. This part of the series is extremely valuable for the pupils, who have expressed a great deal of interest in doing this sort of exercise. Nevertheless, the conversations between Miss Mualem and Miss Gold are rather counterproductive, as they present poor English, on all levels, to the pupils. Needless to say, Israeli pupils hear a great deal of this sort of English. Is it necessary, however, for them to hear it in the classroom?

One would like to offer a final warning to English teachers around the country. Whereas the first two books in the series can probably be used effectively for most academic-stream high school pupils, caution is necessary in using *Communicating English, 3*. Not all the material is for all of the pupils. Teachers will have to be their own editors in selecting the materials they intend to use in the classroom.

Yehuda Ben-Dror, head of the English Department,
Mrs. Martha Ben-Dor, Mrs. Talia Caspi, Mrs. Esther Shmueli

Sir,

This past summer my husband and I visited Germany, where I found English materials which I thought could be well utilized in connection with Holocaust Day in Israel. Students normally read about the Holocaust from "our" point of view. These sources can make the student aware of very different viewpoints, and I would appreciate their being brought to the attention of teachers through the pages of the ENGLISH TEACHERS' JOURNAL.

Hannah Gold, Beersheva

FROM THE EAGLE'S NEST TO DACHAU — AN EXPERIENCE IN CRITICAL READING

We had not intended to enter Germany. On vacation we had intentionally drawn the lines of our car route around its borders. A chance meeting with an American girl in Italy made us reconsider our decision. As she told us of her visit to the Mauthausen Concentration Camp we began to feel that perhaps it was cowardly of us to be so close to the tragic center of the Holocaust and not to acknowledge its presence by visiting one of the camps. Our American friend misguided us by saying that the Mauthausen Camp was right across the border near Berchtesgaden, a picturesque mountain village. Close by Berchtesgaden was Hitler's famous

retreat, the Eagle's Nest. There I purchased a souvenir booklet entitled "The Biography of the Third Reich". The tone and message of this booklet, published in 1983 by the citizens of this German town, were jarring and thought-provoking.

The booklet purports to be a biography but is in fact a white-wash of the Third Reich. (Source # 1, # 2) Hitler is presented as a lover of animals and children, no mention is made of his plans for non-Aryan children. Students reading this source material will be made acutely aware of how the printed word can distort history. English becomes a vital tool enabling the Israeli student to examine how a sector of the German public views Hitler and the *Holocaust*. Students can then be directed in a discussion of how these sources conflict with what they know about the Nazi regime.

Of course pupils should realize as we did that there are different points of view within Germany. Following our stop at the Eagle's Nest we visited not Mauthausen but Dachau outside of Munich. The carefully reconstructed camp and the Dachau Memorial Museum show all too clearly how this first inhuman concentration camp became a training ground for the extermination camps of Auschwitz, Maidanik, etc. A prominent sign in the museum warns: "Those who cannot remember the past are condemned to repeat it (Santyana)". Visitors receive a pamphlet (Source # 3) which expresses the horror of the German people at what occurred at Dachau — but also their refusal to accept responsibility for its happening. Thoughtful students may ponder the double message of these words and draw their own conclusions. Reading such source material in English (it is not available in Hebrew) can awaken in the Israeli student an awareness of the diversity of world opinion with regard to the Holocaust. It will also serve as further proof that proficiency in English is a key to deeper understanding of events that directly affect his own life. The English of the texts is the original, as published.

Source # 1 *"The Biography of the Third Reich"*, published in 1983, Berchtesgaden, Germany

Adolf Hitler A Lover Of Animals

with his German shepherd dog "Blondy" that accompanied him whenever possible.

The mentality of an German shepherd dog was well adapted to Hitler's idea of the German character. (Teutonism) Health, strength, the will to fight, courage and fidelity — these were also qualities of the German shepherd dog and made it all the more popular. Hitler was extremely fascinated by the dog's appearance and qualities so similar to those of the wolf's. Whenever he travelled incognito, he called himself "Mr. Wolf"; the headquarters in Rastenburg (East Prussia, today's Poland) was called "Wolfsschanze".

A "Small" Visit At Obersalzberg

Hitler loved to be surrounded by children who pressed in upon him in order to shake hands or to be taken on a foto together with him.

Source # 2: *The Trial of Nuernberg* (taken from "The Biography of the Third Reich"): It is unique in history that leading politicians and officers were accused of war crimes after a lost war. The trial against the 21 indicted started on November 20, 1945 and lasted for 218 days until the verdict on September 30, 1946.

The military tribunal pronounced sentences between 20 years of imprisonment and capital punishment.

The Third Reich was cancelled from the map, the war was over, but the sufferings of the German people had not yet come to an end. Occupation, captivity, expulsion, famine and denazification replaced police terror, concentration camps, front service and bomb explosions. Thanks to diplomacy the German people has regained dignity and respect. Now it is time to leave the past and to keep in mind that only work, tolerance and peace lead to success.

Source # 3 — *Pamphlet*: *The International Dachau Committee and the City of Dachau welcome you to the Dachau Concentration Camp Memorial*

A word of explanation:

The Dachau Concentration Camp was the first concentration camp in Germany. It became a model for the many other concentration camps and a symbol of Nazi terror itself. Numberless crimes were committed in the Dachau Concentration Camp. Helpless people were mistreated and killed because of their conviction or racial origin. The City of Dachau, under whose name this horror became known, bows in deep emotion to the hundreds of thousands of prisoners and the many dead. The citizens of Dachau condemn the concentration camp crimes out of genuine conviction. They see the Memorial as a warning against the inhumanity of the Nazi system. They demand, as do all men of good will, that such terror never again be repeated anywhere.

Anger and dismay fill every visitor to the memorial. Unfortunately some visitors transfer without further thought their justified hatred to the City of Dachau. To equate the Concentration Camp Dachau with the city of Dachau would be unjust. Prior to the concentration camp Dachau has a proud history of over a thousand years... The shame of the concentration camp affected the city all the more because of this. The citizens of Dachau were of course not consulted. They were unable to stop this abuse of their good name. During the 12 years of terror Dachau was not more to blame than every other German city. Not less, but also not more. That you bear this in mind is the request of the International Dachau Committee and the City of Dachau.

TEACHING ENGLISH IN INDUSTRIAL SCHOOLS

Sir,

Mr. Raphael Gefen's article "A Differential Syllabus for the Least-Able Students in Secondary Schools" in the ENGLISH TEACHERS' JOURNAL, Number 28 aroused my interest, as I have been teaching in an Industrial School for six years. The aims of the Syllabus, the behavioural objectives, the methodology and the topic-areas mentioned in the article are most relevant and useful for our less-least-able students. Our students cannot repeat learning in the Vocational Secondary School the same material that they failed to learn for four or five years in the Primary School. It was so rightly pointed out in the article that textbooks on a childish level should not be used and that these students need what they think is "serious" material, for the sake of their self-image. New material using new methods must be introduced.

In my experience, learning basic technical and "specific" English gives them a sense of prestige. For this purpose I have written two Workbooks which are now being used in some Vocational Schools. The students find this material meaningful and functional. They learn new concepts and lexical items that are useful and relevant for the trade they are being trained for. They also enjoy reading the newspapers published by GOOD TIMES, since the articles are authentic and serious. Also, the news can be recorded and a series of exercises for practicing Listening and Reading Comprehension can be added. These students need individual attention, constant encouragement, immediate reinforcement and continuous reassurance that what is being taught is practical and of use for their everyday life. A combination of general everyday English with technical English for their trade, with emphasis on individualized instruction, seems to be the "recipe" for the needs of most of our "less-least-able learners" in Industrial Schools and Apprenticeship Centres.

On this basis, computer-assisted instruction should be encouraged and courseware should be developed for Vocational Schools. The advantages of Computer-Assisted Instruction, both for students and teachers, was described very well in the ENGLISH TEACHERS' JOURNAL, Number 28. I believe that these students in Industrial Schools and Apprenticeship Centres need this sort of individualized instruction. Our students are highly motivated and enjoy working in the Computer Room, since the results of their efforts are seen immediately. They are mentally and physically active as they interact with the machine. Besides, many operating instructions are in English, which they must understand.

Rita Dick, Kiron

ORGANIZING AN ENGLISH CENTER

עצות מעשיות בארגון "סדנא לאנגלית בבית הספר" — הזמנה לביקור בסדנא.

TV : NEW SERIES FOR PRIMARY SCHOOL

הצעה לתכנית חדשה לכיתות ד'—ו', הכוללת מישדרים חדשים, ספרי לימוד, עזרי לימוד, קלטות, תכניות מחשב.

THE MORE THINGS CHANGE . . .

סקירה היסטורית של שיטות הוראת שפה זרה, עם הצעות למורים לנצל את כל השיטות בהתאם לצרכי כיתותיהם.

LETTERS TO THE EDITOR

על כתבי העת למורים ; ספרי לימוד מלאי שגיאות ; סקר ספרי לימוד ; ביקור בגרמניה והשלכותיו על לימודי אנגלית בישראל ; הוראת האנגלית בבתי הספר התעשייתיים.

Ministry of Education and Culture **English Inspectorate**

extends its sincere condolences to our colleague *Miriam Mechner-Blumenthal* and family on the death of

PINCHAS BLUMENTHAL ז"ל

renowned educator in Israel and formerly Senior English Inspector

Ministry of Education and Culture **English Inspectorate**

extends its sincere condolences to the family of the late

ISAAC MORRIS ז"ל

pioneer of English Language Teaching in Mandatory Palestine and the State of Israel

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INFORMATION FOR ENGLISH TEACHERS

מידע למורים על קורס משודר בהבנת הנשמע לביתות ט—י'; שינויים בבחינות הבגרות, קיץ תשמ"ד; ספרי לימוד חדשים; ספרים למורים; קלטת בהבנת הנשמע; עתונים בבתי"ס; מפגש בינלאומי של מורים לאנגלית, ירושלים 1985.

APPROVED TEXTBOOKS, 1984—1985

רשימת ספרי הלימוד לאנגלית, שאושרו על ידי משרד החינוך והתרבות לשימוש בבתי הספר.

ORAL BAGRUT RATING SCALE

סולם ציונים וקני המידה לקביעת הציונים בבחינות הבגרות בעל־פה, לבחני שלוש, ארבע וחמש י"ל.

BOOKS FOR GRADE FOUR

הערכת ספרי הלימוד להוראת אנגלית לכיתות ד'.

ENGLISH TEACHING POLICY IN ISRAEL

על העקרונות שבחיבור תכנית הלימודים להוראת אנגלית בבתי הספר בישראל הן כיעדי לימוד והן כרשימת הישגים בידע בלשון, בשימוש בלשון ובמיומנויות הלמידה.

HETEROGENEOUS CLASSES

מספר מאמרים בנושא כיתות הטרוגניות, הקבוצה, ההוראה היחידנית ותלמידים "בעייתיים"; היבטים, עקרונים ועצות מעשיות.

ENGLISH LITERATURE AND RELIGIOUS SCHOOLS

על הוראת הספרות האנגלית בישיבה התיכונית.

POETRY AS A COMMUNICATIVE SKILL

על הוראת השירה ועל חיבור השירה על ידי תלמידים.

WRITTEN REFORMULATION AS LEARNER INPUT

הצעות בדבר שיפור עבודות סכתב בכיתה על ידי מעורבות דוברי אנגלית אשר תפקידם "ניסוח מחדש" לאחר שלב תיקוני שגיאות.

SECONDARY ENGLISH TEACHERS: STATISTICAL SURVEY

סקר סטאטיסטי על המורים לאנגלית בבתי הספר העל־יסודיים, בהשוואה למורים במקצועות אחרים: השכלתם, הכשרתם, כישוריהם.

BEST COPY AVAILABLE

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

מספר 30

שבט תשמ"ד, יולי 1984

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עלון למורים לאנגלית

(כולל "דפי הדרכה למורים לאנגלית")

30 תמוז תשמ"ד
יולי 1984

משרד החינוך והתרבות
המזכירות הפדגוגית — חפיקוח על הוראת האנגלית